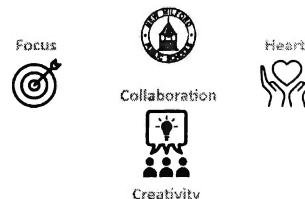


**NEW MILFORD BOARD OF EDUCATION  
New Milford Public Schools  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776**



**BOARD OF EDUCATION  
MEETING NOTICE**

<b>DATE:</b>	<b>June 17, 2025</b>
<b>TIME:</b>	<b>6:30 P.M.</b>
<b>PLACE:</b>	<b>Sarah Noble Intermediate School – Library Media Center</b>

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. CALL TO ORDER**

A. Pledge of Allegiance

**2. PUBLIC COMMENT**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. PTO REPORT**

**4. APPROVAL OF MINUTES**

A. Approval of the following Board of Education Meeting Minutes:

- 1. Regular Meeting Minutes May 20, 2025
- 2. Special Meeting Minutes May 29, 2025

**5. SUPERINTENDENT'S REPORT**

**6. BOARD CHAIRPERSON'S REPORT**

**7. SUBCOMMITTEE REPORTS**

- A. Policy
- B. Committee on Learning
- C. Facilities
- D. Operations

**8. DISCUSSION AND POSSIBLE ACTION**

- A. Monthly Reports
  - 1. Budget Position dated May 31, 2025
  - 2. Purchase Resolution D-795
  - 3. Request for Budget Transfers

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- B. Bid Awards
  - 1. RFP E-2425-006 - Occupational Therapy Services
  - 2. RFP E-2425-007 - Physical Therapy Services
  - 3. RFP E-2425-012 - Enrollment Study
- C. 24/25 Fiscal Year End
- D. 25/26 Budget
- E. New Policy for First Read
  - 1. 5130 Restorative Practices Response Policy
- F. New Policy for Second Read
  - 1. 1340 Naming or Renaming School Buildings, Components of School Buildings and/or School Grounds
- G. Policy Revisions Recommended for Second Read
  - 1. 1111 School Security and Safety
  - 2. 1250 Visitors and Observations in Schools
- H. Policies and Administrative Regulations Discontinued and Recommended for Deletion
  - 1. 4116 Increasing Educator Diversity Plan and Minority Hiring Recruitment Plan
  - 2. 5131.911 Bullying Prevention and Intervention and Safe School Climate Plan and Administrative Regulations
- I. Curricula for Approval:
  - 1. Art Department
    - a. Introduction to Ceramics
    - b. Advertising Art and Design
    - c. Portfolio - Art
    - d. Sculpture
  - 2. Social Studies Department
    - a. Chinese Studies Honors
    - b. Political Science
    - c. Sociology
    - d. Gr. 8 Social Studies
    - e. Gr. 7 Social Studies
    - f. Gr. 6 Social Studies
  - 3. English Department
    - a. AP English Literature and Compositions
    - b. Modern Voices
    - c. Academic Reading (Reading Academy)
    - d. Journalist 1
    - e. English 1 for Multilingual Learners
    - f. Science Fiction
  - 4. Mathematics
    - a. Honors Algebra
    - b. Introductory Algebra 1
  - 5. World Languages
    - a. French II CP
    - b. French II Honors
    - c. Spanish II CP
    - d. Spanish II Honors
    - e. German II CP

- f. German II Honors
- 6. STEM
  - a. Computer Science III
  - b. Digital Media 1
- 7. Library Media
  - a. 3-5 Library
  - b. K-2 Library
- 8. Early College Experiences
  - a. ECE Microeconomics
  - b. ECE Chinese Studies
  - c. ECE Intermediate Marketing
  - d. ECE Uconn English
  - e. ECE Exercise Physiology
  - f. ECE US History

## **9. ITEMS OF INFORMATION**

- A.
  - 1. 1111 R Administrative Regulations Regarding School Security and Safety
  - 2. 1250 R Administrative Regulations Regarding Visitors and Observations in Schools
  - 3. 7000 Concepts and Roles in Planning for Educational Facilities
  - 4. 5131.91R Administrative Regulations Regarding Connecticut School Climate Policy
- B. Employment Report - June 2025
- C. Enrollment Report - June 2, 2025
- D. CEN WiFi Grant
- E. Excess Cost Update
- F. Ongoing Facilities Projects
- G. Field Trip Report
- H. June Fundraising Report

## **10. DISCUSSION AND POSSIBLE ACTION**

- A. Discussion and possible action concerning the interview of a candidate for the PreK-5 Supervisor of Special Education position. Executive Session anticipated. The Board may take action when it returns from Executive Session.
- B. Discussion and possible action upon the employment and salaries of Non-Bargaining Unit Employees. Executive Session anticipated.
- C. Discussion and possible action regarding proposed contract of employment with Superintendent of Schools. Executive session anticipated.

## **11. ADJOURN**

**New Milford Board of Education  
Meeting Minutes  
May 20, 2025  
Sarah Noble Intermediate School Library Media Center**

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NEW MILFORD, CT

Present:	Mrs. Leslie Sarich, Chairperson Mrs. Tammy McInerney Mr. Dean Barile <i>arrived 6:47pm</i> Mrs. Wendy Faulenbach Mr. Brian McCauley Mr. Tom O'Brien Mr. Randall Scofield
Absent:	Mr. Eric Hansell Mrs. Sarah Herring

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Jeffrey Turner, Director of Technology Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mrs. Teresa Kavanagh, Director of Human Services Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Matthew Cunningham, Facilities Director Mr. Antonio Caldareri, Student Representative Ms. Penelope Morrissey, Student Representative
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1.	A.	<b>Call to Order</b> Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 6:30 p.m. by Mrs. Leslie Sarich, Chairperson. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> A. Pledge of Allegiance
2.	A.	<b>Public Comment</b> There was none.	<b>Public Comment</b>
3.		<b>IDEAL STUDENT RECOGNITION: SARAH NOBLE INTERMEDIATE SCHOOL</b> Dr. Parlato stated it is a special treat to have the members of the Sarah Noble Intermediate School Jazz Band. They are students who represent our ideals of focus, heart, collaboration, and creativity. Dr. Parlato stated the music program is a gem for the district and thanked the students and Mrs.	<b>IDEAL STUDENT RECOGNITION: SARAH NOBLE INTERMEDIATE SCHOOL</b>



**New Milford Board of Education  
Meeting Minutes  
May 20, 2025  
Sarah Noble Intermediate School Library Media Center**

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		Anderson for their performance.  Dr. Parlato recognized Isaac Van Vranken, Harper Allen, Adelle Rowe, Ania Lazzaro, Ian Ewers, Andrew Fodor, Owen Kennedy, Quinn Lewis, Henry Bates, Penelope Pietrantonio, Henry Vermillion, Matej Vaclavik, Doug Muckerman, Matthew Hernandez, Freya Jones, Annabelle Krasselt, and Ava Genualdi.	
4.		<b>RETIREE RECOGNITION</b> Dr. Parlato stated she wanted to recognize this year's retirees who represent over 350 years of service to the field of education. Retirees included Ann Marie Barrett from Schaghticoke Middle School (SMS) with 25 years of service, Debbie Clark from Central Office (CO) with 38 years of service, Elvira Gillotti from New Milford High School (NMHS) with 21 years of service, Barbara Hayes from Sarah Noble Intermediate School (SNIS) with 25 years of service, Deborah Knipple from NMHS with 22 years of service, Roxanne Kraft from Litchfield Hills Transition Center (LHTC) with 37 years of service, Heather Morin from SMS with 26 years of service, Tracy Nevins from SMS with 29 years of service, Laura Olson from CO with 30 years of service, Linda Robinson from Hill & Plain School (HPS) with 23 years of service, Utina Ruggio from SNIS with 16 years of service, and Annetta Volinski from SMS with 49 years of service.  <i>Board paused at 6:59pm</i> <i>Board resumed at 7:14pm</i>	<b>RETIREE RECOGNITION</b>
5.		<b>PTO REPORT</b> Megan Byrd stated the PTO celebrated the teachers for teacher appreciation week. They are assisting with field days at all the schools and looking forward to send-off celebrations. The clothing drive is coming to an end on May 31st. The drop off area is at the front of the John Pettibone Community Center. May 28th is Scholarship Night for the seniors. Mrs. Byrd stated the PTO worked quickly with the district to put together an "I Voted" sticker	<b>PTO REPORT</b>

**New Milford Board of Education**  
**Meeting Minutes**  
**May 20, 2025**  
**Sarah Noble Intermediate School Library Media Center**

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		contest, with designs being created by K-8 students. She is hoping it is a tradition that will continue.	
6.		<p><b>STUDENT REPRESENTATIVES' REPORT</b></p> <p>The board noted this was Mr. Caldareri's last board meeting as a student representative and thanked him for his service. Mr. Caldareri stated at SNIS, each class had an in-house field trip through the Maritime Aquarium; they also had a Mariachi band come and perform. The 5th grade is in full swing with its walking project. They have had several authors come in to speak and meet the students. At HPS, the classes are doing their ABC countdown. Mrs. Grey was voted one of the teachers of the year. The 2nd graders harvested lettuce and radishes from Barkely's backyard garden and enjoyed them at lunch.</p> <p>Ms. Morrissey stated SMS had a full slew of spring concerts. They had their first ever evening Health and Community Fair. PTO held a Scholastic Book Fair. Field trips included the 6th grade chorus going to NES and the 7th grade chorus going to Chestnut Grove. The band, chorus, and orchestra traveled to participate in the Great East Music Festival. They also toured and performed for students at NES, HPS, and SNIS.</p>	<p><b>STUDENT REPRESENTATIVES' REPORT</b></p>
7.	A.	<p><b>APPROVAL OF MINUTES</b></p> <p><b>Approval of the following Board of Education Meeting Minutes:</b></p> <p><b>1. Regular Meeting Minutes April 22, 2025</b></p> <p><i>Mr. Barile moved to approve the Regular Meeting Minutes, April 22, 2025. Seconded by Mr. Scofield. Motion passed unanimously.</i></p>	<p><b>APPROVAL OF MINUTES</b></p> <p><b>A. Approval of the following Board of Education Meeting Minutes:</b></p> <p><b>1. Regular Meeting Minutes April 22, 2025</b></p> <p>Motion made and passed to approve the Regular Meeting Minutes, April 22, 2025.</p>
8.		<p><b>SUPERINTENDENT'S REPORT</b></p> <p>Dr. Parlato reiterated her gratitude to the retirees and thanked them again. Dr. Parlato then stated she wanted to thank those who reached out to her directly regarding the schools, in general, and the</p>	<p><b>SUPERINTENDENT'S REPORT</b></p>

**New Milford Board of Education  
Meeting Minutes  
May 20, 2025  
Sarah Noble Intermediate School Library Media Center**

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		budget. Dr. Parlato stated she appreciated that residents contacted her with questions rather than relying on social media. It was refreshing to be able to provide facts.	
9.		<b>BOARD CHAIRMAN'S REPORT</b> Mrs. Sarich stated the focus has been on the budget and no matter the outcome there will be work ahead.	<b>BOARD CHAIRMAN'S REPORT</b>
10.		<b>SUBCOMMITTEE REPORTS</b>	<b>SUBCOMMITTEE REPORTS</b>
	A.	<b>Policy</b> Mrs. McNerney stated the Policy meeting was cancelled due to the Annual Town Budget Meeting being the same night. There are no policies for review or action on the agenda this evening.	<b>A. Policy</b>
	B.	<b>Committee on Learning</b> Mrs. Sarich stated the Committee on Learning meeting was cancelled due to the Annual Town Budget Meeting being the same night.	<b>B. Committee on Learning</b>
	C.	<b>Facilities</b> Mr. O'Brien stated the facilities items on the agenda are all positive things. Earlier in the evening, the board had a chance to preview the new and improved planetarium. Mr. O'Brien thanked Mr. Cunningham and Mr. Turner for all their hard work and looks forward to the use of the planetarium.	<b>C. Facilities</b>
	D.	<b>Operations</b> Mrs. Faulenbach stated the monthly reports will be reviewed as we prepare for the end of year rollout.	<b>D. Operations</b>

11.		<b>DISCUSSION AND POSSIBLE ACTION</b>	<b>DISCUSSION AND POSSIBLE ACTION</b>
	A.	<b>Monthly Reports</b> <ol style="list-style-type: none"> <li>1. Budget Position dated April 22, 2025</li> <li>2. Purchase Resolution: D-794</li> <li>3. Request for Budget Transfers</li> </ol> <p>Mrs. Faulenbach stated that the Capital Reserve still has items going against it and there will be action</p>	<b>A. Monthly Reports</b> <ol style="list-style-type: none"> <li>1. Budget Position dated April 22, 2025</li> <li>2. Purchase Resolution: D-794</li> <li>3. Request for Budget Transfers</li> </ol>

**New Milford Board of Education**  
**Meeting Minutes**  
**May 20, 2025**  
**Sarah Noble Intermediate School Library Media Center**

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	<p>towards that dollar amount. The current amount is not reflective of the future transitions and the actual number is significantly less.</p> <p>Mr. Giovannone confirmed that at least \$1,800,000 is still to be drawn upon the Capital Reserve, including the ESG payment. Mrs. Faulenbach noted that these types of reports are a snapshot in time that are not reflective of future actions. It will not be reflected until the action occurs.</p> <p>Mr. Giovannone stated the budget position reflects everything that has been posted in the MUNIS account system. It does not include the 5 year capital plan or obligations to ESG for energy conservation matters.</p> <p>Mr. Scofield asked if there was enough budgeted in the Legal Services line considering there are three bargaining units negotiating this year. Mr. Giovannone stated there should be enough budgeted.</p> <p><i>Mrs. Faulenbach moved to approve the Budget Position dated April 30, 2025; Purchase Resolution D-794; and Request for Budget Transfers. Seconded by Mr. McCauley. Motion passed unanimously.</i></p>	
<b>B.</b>	<p><b>2025-26 Educator Evaluation Plan</b></p> <p>Ms. Hollander stated this is a new endeavor and focuses on teacher/educator professional learning. It's an educator's way of addressing their own personal growth. This model provides additional opportunities with a growth mindset. It has been approved by the State and by the Professional Learning Evaluation Committee.</p> <p><i>Mr. O'Brien moved to approve the 2025-26 Educator Evaluation Plan. Seconded by Mr. McCauley. Motion passed unanimously.</i></p>	<p>Motion made to approve the Budget Position dated April 30, 2025; Purchase Resolution D-794; and Request for Budget Transfers. Motion passed.</p> <p><b>B. 2025-26 Educator Evaluation Plan</b></p> <p>Motion made to approve the 2025-26 Educator Evaluation Plan. Motion passed.</p>

**New Milford Board of Education  
Meeting Minutes  
May 20, 2025  
Sarah Noble Intermediate School Library Media Center**

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12.	<p><b>ITEMS OF INFORMATION</b></p> <p><b>A. Employment Report - May 2025</b> Mrs. Kavanagh stated there were many years of experience within the retirements. There are a few staff appointments to replace those who are leaving.</p> <p><b>B. Enrollment Report - May 1, 2025</b> Dr. Parlato stated it shows stability, and K-8 is in line with projection.</p> <p><b>C. E-Rate Funding Notification</b> Mr. Turner stated the district was awarded the E-Rate Funding. It essentially covers 60% of the costs towards capital improvements.</p> <p><b>D. IDEA Grant Fiscal Year 2026</b> Mrs. Olson stated this is a non-competitive grant. The funds are split into two categories: preschool and educational school age students. It is for students with disabilities. The funds are used towards enhancing parent participation, transition for students, and money for instruction. There is also support at the non-public schools in town: Faith Academy and Canterbury. Over 90% of the grant is used towards staffing, which includes five full-time staff and seven paraeducators. Mrs. Olson thanked Mr. Giovannone for all his hard work in maintaining the district's fiscal responsibility.</p> <p>Mr. Barile asked if the district receives the grant every year. Mrs. Olson stated that New Milford does receive it every year and they have two years to spend the funds, so it overlaps slightly.</p> <p>Mrs. Faulenbach asked if the grant was frontloaded. Mrs. Olson stated 80% is used in the first year and the remaining 20% is used in the second year.</p> <p><b>E. Ongoing Facilities Projects</b> Mr. Cunningham stated last month the Board awarded bids for the NMHS gutters and the HPS canopy. Those projects will start once the school</p>	<p><b>ITEMS OF INFORMATION</b></p> <p><b>A. Employment Report - May 2025</b></p> <p><b>B. Enrollment Report - May 1, 2025</b></p> <p><b>C. E-Rate Funding Notification</b></p> <p><b>D. IDEA Grant Fiscal Year 2026</b></p> <p><b>E. Ongoing Facilities Projects</b></p>
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**New Milford Board of Education**  
**Meeting Minutes**  
**May 20, 2025**  
**Sarah Noble Intermediate School Library Media Center**

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	<p>year is complete. The replacement plan for the underground storage tank at SMS is being developed by Weston &amp; Sampson. That bid will go out this week. There were concerns regarding dampness in classrooms at SNIS. Mr. Cunningham stated he met with O&amp;G this past fall (who did original work in the building) and came to the conclusion that the dampness was being caused by the dielectric unions used to stop the galvanic reactions. Over the years, the rubber gaskets have begun to leak. Through thoughtful planning, the facilities team planned out where the unions were and replaced 66 of them over spring break.</p> <p>Mr. Barile asked if it was just heating. Mr. Cunningham stated yes, there are 70 unit ventilators.</p> <p>Mr. O'Brien noted that this was believed to be a condensation issue and the projected cost to fix it would have been tens of thousands of dollars. Mr. O'Brien stated it was great that the work was kept in-house and the team was able to make the repairs. Mr. Cunningham stated the work done should provide a better atmosphere.</p> <p>Mr. Barile asked if all the rooms had returns. Mr. Cunningham stated there are exhaust fans. In the summer months there is not much that can be done but to bring in some air.</p> <p>Mrs. Faulenbach stated this issue has been an ongoing discussion. It's great work to have it done in- house and within budget.</p> <p>Mr. Cunningham stated that based on the trades involved, the scope of work, and having to shut down wings of the school, it would have been tens of thousands of dollars.</p> <p>Mr. Cunningham stated that with the facilities team doing projects like this in-house, the group will feel more confident on future projects.</p>	
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**New Milford Board of Education  
Meeting Minutes  
May 20, 2025  
Sarah Noble Intermediate School Library Media Center**

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		<p>Mrs. Sarich stated the district is lucky for the facilities team.</p> <p>Mr. Cunningham continued to speak of the ongoing facilities projects, stating they are looking into a culinary program for NMHS. They recently toured Newtown High School to see an example. The project is in its very beginning stages.</p> <p>Dr. Parlato stated one of the best parts of her job is to be able to dream things up. The culinary program is one of those dreams. It is a wonderful opportunity for anyone interested in the culinary arts or hospitality.</p> <p><b>F. Field Trip Report</b> Mrs. Faulenbach stated it is important to get kids out to experience things.</p> <p><b>G. Fundraising Report</b> Dr. Parlato stated that high school sports and PTO are raising money.</p>	<p><b>F. Field Trip Report</b></p> <p><b>G. Fundraising Report</b></p>
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13.	<p><b>ADJOURN</b> <i>Mrs. O'Brien moved to adjourn the meeting at 7:46p.m. Seconded by Mr. McCauley. Vote passed unanimously.</i></p>	<p><b>ADJOURN</b> Motion made to adjourn the meeting at 7:46 p.m. Motion passed unanimously.</p>
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Respectfully Submitted,



Mrs. Tammy McInerney  
Secretary  
New Milford Board of Education



**New Milford Board of Education  
Special Meeting Minutes  
May 29, 2025 - 6:00 pm  
Sarah Noble Intermediate School Library Media Center**

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NEW MILFORD, CT

Present:	Mrs. Leslie Sarich, Chairperson Mr. Eric Hansell Mrs. Tammy McInerney Mrs. Sarah Herring Mrs. Wendy Faulenbach Mr. Tom O'Brien Mr. Brian McCauley Mr. Dean Barile Mr. Randall Scofield
Absent:	
Also Present:	Dr. Janet Parlato, Superintendent

1.	<b>Call to Order</b> The special meeting of the New Milford Board of Education was called to order at 6:12 p.m. by Mrs. Leslie Sarich, Chairperson.	<b>Call to Order</b>
2.	<b>Public Comment</b> None	<b>Public Comment</b>
3.	<b>ITEMS OF INFORMATION</b>  <b>A. Discussion and possible action regarding 2024-25 annual evaluation of Superintendent. Executive session anticipated.</b>  <i>Mrs. Faulenbach moved that the Board enter into executive session for the purpose of evaluation of the Superintendent's annual performance and discussion of a new contract of employment with the Superintendent and I further move that the Board invite Superintendent Janet Parlato into the executive session. Seconded by Mr. McCauley. Motion passed unanimously.</i>  <i>The Board entered executive session at 6:13 pm.</i>  <i>The Board returned from executive session at 8:04 pm.</i>  <i>Mrs. McInerney moved that the Board authorize the Board Chairperson to prepare and issue to the Superintendent a written annual evaluation for 2024-25 pursuant to the terms of the Board's</i>	<b>ITEMS OF INFORMATION</b>  <b>A. Discussion and possible action regarding 2024-25 annual evaluation of Superintendent. Executive session anticipated.</b>  Motion made that the Board enter into executive session for the purpose of evaluation of the Superintendent's annual performance and discussion of a new contract of employment with the Superintendent and further moved that the Board invite Superintendent Janet Parlato into the executive session. Motion passed.  Motion made that the Board authorize the Board Chairperson to prepare and issue to the Superintendent a written annual evaluation for 2024-25

	<p><i>discussion in executive session and subject to any necessary legal review. Seconded by Mr. Hansell. Vote passed unanimously.</i></p> <p><i>Mrs. McInerney moved that the Board authorize the Board Chairperson to offer the Superintendent a new three year employment agreement pursuant to the terms of the Board's discussion in executive session and subject to any necessary legal review. Seconded by Mr. Scofield. Vote passed unanimously.</i></p> <p><i>Mr. O'Brien moved to adjourn the meeting at 8:07pm, seconded by Mr. McCauley. Motion passed unanimously.</i></p> <p><i>Mrs. McInerney withdrew her motion that the Board authorize the Board Chairperson to offer the Superintendent a new three year employment agreement pursuant to the terms of the Board's discussion in executive session and subject to any necessary legal review. Mr. Scofield withdrew his second.</i></p> <p><i>Mr. O'Brien withdrew his motion to adjourn the meeting at 8:07pm and Mr. McCauley withdrew his second.</i></p> <p><i>Mrs. McInerney moved to authorize the Board Chairperson to negotiate a new 3 year agreement with the Superintendent, subject to final board approval. Seconded by Mr. Hansell. Motion passed unanimously.</i></p>	<p>pursuant to the terms of the Board's discussion in executive session and subject to any necessary legal review. Vote passed unanimously.</p> <p>Motion made that the Board authorize the Board Chairperson to offer the Superintendent a new three year employment agreement pursuant to the terms of the Board's discussion in executive session and subject to any necessary legal review. Vote passed unanimously.</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:07pm.</p> <p>Motion made and withdrawn to approve that the Board authorize the Board Chairperson to offer the Superintendent a new three year employment agreement pursuant to the terms of the Board's discussion in executive session and subject to any necessary legal review.</p> <p>Motion made and withdrawn to adjourn the meeting at 8:07pm.</p> <p>Motion made to authorize the Board Chairperson to negotiate a new 3 year agreement with the Superintendent, subject to final board approval. Motion passed unanimously.</p>
<b>4.</b>	<p><b>Adjourn</b></p> <p><i>Mr. O'Brien moved to adjourn the meeting at 8:16 p.m., seconded by Mr. McCauley.</i></p>	<p><b>Adjourn</b></p> <p><i>Motion made and passed unanimously to adjourn the meeting at 8:16 p.m.</i></p>

Respectfully submitted:



Tammy McInerney  
Secretary  
New Milford Board of Education



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	32,733,177	-37,320	32,695,857	27,108,856	5,164,392	422,609	98.71%
100'S	SALARIES - NON CERTIFIED	10,632,621	0	10,632,621	9,197,138	827,924	607,559	94.29%
200'S	BENEFITS	12,619,527	-282,292	12,337,235	12,013,859	163,969	159,407	98.71%
300'S	PROFESSIONAL SERVICES	4,272,573	104,366	4,376,939	3,549,397	595,235	232,307	94.69%
400'S	PROPERTY SERVICES	956,488	0	956,488	793,773	82,160	80,555	91.58%
500'S	OTHER SERVICES	11,941,059	0	11,941,059	9,223,237	2,144,416	573,406	95.20%
600'S	SUPPLIES	2,913,450	215,246	3,128,696	2,427,475	591,333	109,888	96.49%
700'S	CAPITAL	73,948	0	73,948	48,896	19,529	5,523	92.53%
800'S	DUES AND FEES	108,225	0	108,225	94,268	2,150	11,807	89.09%
900'S	REVENUE	-2,788,559	0	-2,788,559	-1,892,463	0	-896,096	67.87%
<b>GRAND TOTAL</b>		<b>73,462,509</b>	<b>0</b>	<b>73,462,509</b>	<b>62,564,437</b>	<b>9,591,109</b>	<b>1,306,964</b>	<b>98.22%</b>

**SALARIES - NON CERTIFIED BREAKOUT**

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	567,125	0	567,125	381,419	0	185,706	67.25%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,319,679	0	2,319,679	2,017,764	217,104	84,811	96.34%
51202	SALARIES - NON CERT - SUBSTITUTES	1,023,360	0	1,023,360	988,014	0	35,346	96.55%
51210	SALARIES - NON CERT - SECRETARY	2,395,436	0	2,395,436	2,106,916	199,038	89,482	96.26%
51225	SALARIES - NON CERT - TUTORS	134,201	0	134,201	107,500	0	26,701	80.10%
51240	SALARIES - NON CERT - CUSTODIAL	2,055,127	0	2,055,127	1,869,994	185,133	0	100.00%
51250	SALARIES - NON CERT - MAINTENANCE	1,028,252	0	1,028,252	868,080	160,172	0	100.00%
51285	SALARIES - NON CERT - TECHNOLOGY	540,116	0	540,116	445,332	45,666	49,117	90.91%
51336	SALARIES - NON CERT - NURSES	569,325	0	569,325	412,117	20,811	136,397	76.04%
<b>TOTAL</b>		<b>10,632,621</b>	<b>0</b>	<b>10,632,621</b>	<b>9,197,138</b>	<b>827,924</b>	<b>607,559</b>	<b>94.29%</b>

**BENEFIT BREAKOUT**

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	638,191	0	638,191	574,279	0	63,912	89.99%
52201	BENEFITS - MEDICARE	574,096	0	574,096	509,100	0	64,996	88.68%
52300	BENEFITS - PENSION	1,122,406	0	1,122,406	1,122,406	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	25,000	0	25,000	23,246	0	1,754	92.98%
52810	BENEFITS - HEALTH INSURANCE	9,598,448	-282,292	9,316,156	9,152,600	163,556	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	98,577	0	6,423	93.88%
52830	BENEFITS - LIFE INSURANCE	144,000	0	144,000	137,509	0	6,491	95.49%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	412,386	0	412,386	396,143	413	15,830	96.16%
<b>TOTAL</b>		<b>12,619,527</b>	<b>-282,292</b>	<b>12,337,235</b>	<b>12,013,859</b>	<b>163,969</b>	<b>159,407</b>	<b>98.71%</b>

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	32,733,177	-37,320	32,695,857	27,108,856	5,164,392	422,609	98.71%
51200	NON-CERTIFIED SALARIES	10,632,621	0	10,632,621	9,197,138	827,924	607,559	94.29%
52000	BENEFITS	12,619,527	-282,292	12,337,235	12,013,859	163,969	159,407	98.71%
53010	LEGAL SERVICES	279,880	0	279,880	46,160	233,720	0	100.00%
53050	CURRICULUM DEVELOPMENT	80,000	0	80,000	46,049	0	33,951	57.56%
53200	PROFESSIONAL SERVICES	2,403,010	75,171	2,478,181	1,772,676	212,281	493,224	80.10%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	2,700	0	0	100.00%
53210	TIME & ATTENDANCE SOFTWARE	7,500	0	7,500	6,862	262	376	94.99%
53220	IN SERVICE	146,150	0	146,150	73,749	3,357	69,044	52.76%
53230	PUPIL SERVICES	645,336	0	645,336	901,904	110,717	-367,285	156.91%
53300	OTHER PROF/ TECH SERVICES	35,410	29,196	64,606	62,117	2,488	0	100.00%
53310	AUDIT/ACCOUNTING	45,450	0	45,450	45,450	0	0	100.00%
53500	TECHNICAL SERVICES	241,892	0	241,892	218,319	20,575	2,998	98.76%
53530	SECURITY SERVICES	267,042	0	267,042	255,207	11,835	0	100.00%
53540	SPORTS OFFICIALS SERVICES	118,203	0	118,203	118,203	0	0	100.00%
54101	CONTRACTUAL TRASH PICK UP	83,766	0	83,766	78,931	4,835	0	100.00%
54301	REPAIRS & MAINTENANCE	491,487	0	491,487	454,597	29,018	7,872	98.40%
54303	GROUNDS MAINTENANCE	12,200	0	12,200	8,255	493	3,452	71.70%
54310	GENERAL REPAIRS	44,170	0	44,170	32,199	1,176	10,795	75.56%
54320	TECHNOLOGY RELATED REPAIRS	43,947	0	43,947	26,628	3,500	13,819	68.56%
54411	WATER	68,195	0	68,195	44,475	22,056	1,665	97.56%
54412	SEWER	14,300	0	14,300	14,300	0	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	198,423	0	198,423	134,388	21,082	42,952	78.35%
55100	PUPIL TRANSPORTATION - OTHER	185,200	0	185,200	175,836	9,364	0	100.00%
55101	PUPIL TRANS - FIELD TRIP	56,900	0	56,900	47,353	1,124	8,423	85.20%
55110	STUDENT TRANSPORTATION	6,390,980	0	6,390,980	4,714,212	1,466,908	209,860	96.72%
55200	GENERAL INSURANCE	345,363	0	345,363	345,363	0	0	100.00%
55300	COMMUNICATIONS	28,396	0	28,396	19,421	8,904	71	99.75%
55301	POSTAGE	28,200	0	28,200	12,190	13,466	2,544	90.98%
55302	TELEPHONE	45,896	0	45,896	44,812	1,084	0	100.00%



## EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	10,000	0	10,000	9,267	733	0	100.00%
55505	PRINTING	28,160	0	28,160	8,826	5,543	13,792	51.02%
55600	TUITION - TRAINING	30,000	0	30,000	8,120	0	21,880	27.07%
55610	TUITION - PUBLIC PLACEMENTS	1,594,949	0	1,594,949	1,166,659	268,291	159,999	89.97%
55630	TUITION - PRIVATE PLACEMENTS	3,153,050	0	3,153,050	2,649,987	369,000	134,063	95.75%
55800	TRAVEL	43,965	0	43,965	21,191	0	22,774	48.20%
56100	GENERAL INSTRUCTIONAL SUPPLIES	181,637	-360	181,277	164,573	16,703	0	100.00%
56110	INSTRUCTIONAL SUPPLIES	491,493	246,818	738,311	611,392	73,877	53,042	92.82%
56120	ADMIN SUPPLIES	33,678	0	33,678	27,624	3,972	2,082	93.82%
56210	NATURAL GAS	250,424	0	250,424	176,688	73,736	0	100.00%
56220	ELECTRICITY	1,064,997	-29,196	1,035,801	684,878	350,923	0	100.00%
56230	PROPANE	4,251	0	4,251	1,380	0	2,871	32.45%
56240	OIL	234,796	0	234,796	234,497	299	0	100.00%
56260	GASOLINE	37,286	0	37,286	20,630	9,071	7,586	79.65%
56290	FACILITIES SUPPLIES	323,542	0	323,542	261,374	50,567	11,601	96.41%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	11,212	383	4,880	70.38%
56292	UNIFORMS/ CONTRACTUAL	13,622	0	13,622	3,707	125	9,790	28.13%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	24,951	291	203	99.20%
56410	TEXTBOOKS	41,064	4,750	45,814	39,293	2,660	3,862	91.57%
56411	CONSUMABLE TEXTS	75,313	-5,711	69,602	66,591	550	2,461	96.46%
56420	LIBRARY BOOKS	64,591	-260	64,331	57,083	4,653	2,595	95.97%
56430	PERIODICALS	15,717	-796	14,921	13,149	921	852	94.29%
56460	WORKBOOKS	3,000	0	3,000	2,976	0	24	99.20%
56500	SUPPLIES - TECH RELATED	36,119	0	36,119	25,479	2,602	8,038	77.74%
57340	COMPUTERS	48,624	0	48,624	32,568	16,056	0	100.00%
57345	INSTRUCTIONAL EQUIPMENT	15,824	0	15,824	12,540	3,284	0	100.00%
57400	GENERAL EQUIPMENT	5,000	0	5,000	3,788	189	1,023	79.54%
57500	FURNITURE & FIXTURES	4,500	0	4,500	0	0	4,500	0.00%
58100	DUES & FEES	108,225	0	108,225	94,268	2,150	11,807	89.09%
<b>EXPENDITURE TOTAL</b>		<b>76,251,068</b>	<b>0</b>	<b>76,251,068</b>	<b>64,456,900</b>	<b>9,591,109</b>	<b>2,203,060</b>	<b>97.11%</b>



## REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-2,321,720	0	-2,321,720	-1,636,810	0	-684,910	70.50%
43105	MEDICAID REIMBURSEMENT	-79,000	0	-79,000	-111,814	0	32,814	141.54%
44705	BUILDING USE FEES (BASE RENTAL)	-42,490	0	-42,490	-8,915	0	-33,575	20.98%
49102	BUILDING USE FEES (CUSTODIAL)	-35,689	0	-35,689	-14,623	0	-21,066	40.97%
44800	REGULAR ED TUITION	-143,800	0	-143,800	-86,361	0	-57,439	60.06%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	-33,940	0	-720	97.92%
49103	DCF TUITION	-85,000	0	-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	0	0	-18,400	0.00%
44861	PARKING PERMIT FEES	-27,800	0	-27,800	0	0	-27,800	0.00%
<b>REVENUE TOTAL</b>		<b>-2,788,559</b>	<b>0</b>	<b>-2,788,559</b>	<b>-1,892,463</b>	<b>0</b>	<b>-896,096</b>	<b>67.87%</b>

<b>GRAND TOTAL</b>	<b>73,462,509</b>	<b>0</b>	<b>73,462,509</b>	<b>62,564,437</b>	<b>9,591,109</b>	<b>1,306,964</b>	<b>98.22%</b>
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<b>BOE Capital Reserve Acct #43020000-10101</b>	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-17,562
NMHS Woodshop	-233,980
Central Office to SNIS Move	-150,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
1/2 of NMHS Fire Insurance Claim Shortfall	-28,538
Approved by BoF - 5 year Capital Withdraw 23/24	-984,078
Observatory Contribution	-12,500
Additional HVAC FUNDS	-150,000
Fiscal Year End 22/23 Deposit	1,568,696
Energy Systems Group 2023 & 2024 Payments	-895,443
Approved by BoF - 5 year Capital Withdraw 24/25	-1,424,000
Fiscal Year End 23/24 Deposit	1,420,700
<b>TOTAL AS OF 5/31/25</b>	<b>3,581,189</b>

<b>Turf Field Replacement Acct Contributions #43020000-10130</b>	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
CONTRIBUTION - FROM BOE 22/23 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 22/23 FYE BALANCE	100,000
FROM TOWN DATED 4/18/24	50,000
CONTRIBUTION - FROM BOE 23/24 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 23/24 FYE BALANCE	100,000
<b>TOTAL AS OF 5/31/25</b>	<b>878,840</b>



WHEREAS, the equipment, supplies and/or services for which the following Purchase Orders have been issued and deemed necessary by the Superintendent of Schools, and the cost, thereof, are within the budget appropriations approved by the voters of the Town, NOW, BE IT RESOLVED, that the said purchase orders and all disbursements in connection, thereof, are hereby approved.

Funding	Location	Vendor Name	Description	Amount	Object
5 YEAR CAPITAL	FACILITIES	NEW ENGLAND MASONRY & ROOFING	NMHS GUTTER SEAM REPAIRS	\$ 62,349.00	57300
GENERAL	SPED	CHILDREN'S CENTER OF HAMDEN	TUITION WITH SUPPORTS MARCH 5 THROUGH EOY (1 STUDENT)	\$ 54,772.00	55630
GENERAL	DISTRICT	REBEL INTERACTIVE GROUP	WEBSITE PROJECT PHASE 5 INVOICES - AUGUST THROUGH MAY	\$ 28,500.00	53200
5 YEAR CAPITAL	FACILITIES	EAGLE RIVET ROOF SERVICE CORP	HILL & PLAIN CANOPY ROOF	\$ 26,100.00	57302
GENERAL	DISTRICT	SOLIANT	CANDIDATE REFERRAL FEE (2 NURSES)	\$ 22,000.00	53200
GENERAL	DISTRICT	COMPETENT CLASSROOM	CURRICULUM DEVELOPMENT CONSULTING - JUNE 2025	\$ 20,000.00	53200
GENERAL	NMHS	PETER PAN (ARROW LINE)	PERCUSSION COMPETITION TRAVEL - OHIO	\$ 15,550.00	55101
<b>GRANT</b>	<b>DOI</b>	<b>FLASHLIGHT LEARNING</b>	<b>FLASHLIGHT 360 STUDENT LICENSE &amp; PD PACKAGE</b>	<b>\$ 12,550.00</b>	<b>55500</b>
5 YEAR CAPITAL	FACILITIES	APPLE HILL ENTERPRISES (DRF LOCKSMITH)	DOOR WELDING/REPAIRS @ HPS/NES/SNIS	\$ 12,000.00	56290
<b>GRANT</b>	<b>SPED</b>	<b>CENTER FOR CHILDREN WITH SPECIAL NEEDS</b>	<b>BLANKET TUITION FOR CONSULTATIONS</b>	<b>\$ 11,883.00</b>	<b>53220</b>
GENERAL	IT	IFS CONSULTING SERVICES	SYAM SOFTWARE ANNUAL MAINTENANCE/SUBSCRIPTION FEE	\$ 10,343.00	53500
<b>GRANT</b>	<b>DOI</b>	<b>LEXIA LEARNING SYSTEMS</b>	<b>LEXIA STUDENT SUBSCRIPTION AND LEXIA POWERUP</b>	<b>\$ 9,100.00</b>	<b>53300</b>
GENERAL	IT	TELESERV (NEW ERA TECHNOLOGY)	AVAYA PHONE UPGRADE	\$ 8,208.10	55300
GENERAL	SPED	EDADVANCE	SPED STUDENT ASSESSMENTS BY B. ROGINSKY	\$ 8,048.00	53230
GENERAL	IT	CDW	BARRICUDA EMAIL PROTECTION	\$ 7,917.00	53500
GENERAL	SPED	SPEECH PATHOLOGY GROUP	SPEECH SERVICES (1 STUDENT)	\$ 7,625.00	53230
<b>GRANT</b>	<b>SPED</b>	<b>LEARNING ALLY</b>	<b>RENEWAL FOR LEARNING ALLY LICENSE - ALL SCHOOLS</b>	<b>\$ 7,173.24</b>	<b>56100</b>
<b>GRANT</b>	<b>DOI</b>	<b>CURRICULUM ASSOCIATES</b>	<b>PROFESSIONAL LEARNING (3 SESSIONS)</b>	<b>\$ 6,900.00</b>	<b>53300</b>
<b>GRANT</b>	<b>DOI</b>	<b>WILLIAM H. SADLIER</b>	<b>BUILDING READING SUCCESS KITS</b>	<b>\$ 6,218.20</b>	<b>56100</b>
GENERAL	DISTRICT	CT INSTITUTE FOR COMMUNITIES	SBHC SECRETARIAL SUPPORT WAGES/BENEFITS	\$ 5,589.00	51210/52810
GENERAL	DISTRICT	AMAZON	HUMAN RESOURCES FIREPROOF CABINETS (2 UNITS)	\$ 5,489.00	56100

**ITEMS LISTED IN BOLD AND ITALIC FONT ABOVE WERE FUNDED VIA GRANT(S)**



	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
Requesting Approval Across MOC				NONE AT THIS TIME					

	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
Informational Within Major Object Code				NONE AT THIS TIME					

**TO:** Dr. Janet Parlato, Superintendent  
**FROM:** Anthony J. Giovannone, Director of Fiscal Services and Operations  
**Date:** June 12, 2025  
**RE:** REVISED Bid Award – RFP E-2425-006 - Occupational Therapy Services

The New Milford Public School District goes out to bid every three years for these services. The bid packet for **Occupational Therapy Services** was posted on our website and also ran as a legal notice in the newspaper with a closing date of May 20, 2025.

On that date eight (8) vendors submitted proposals:

- EDU Health Care
- Sunbelt
- CENTRA Healthcare
- Integrated Pediatrics
- EPIC Staff
- Pro Care
- Princeton Staffing
- TACT Staffing

The Director of Pupil Personnel and Special Services has recommended the award for **Occupational Therapy Services to Integrated Pediatrics** for the 25/26, 26/27 and the 27/28 fiscal years. All bids received are shown in the table below for reference:

2025-2026			2026-2027			2027-2028		
Company Name	OT per Hr	COTA per hr	Company Name	OT per Hr	COTA per hr	Company Name	OT per Hr	COTA per hr
EDU Healthcare	\$78.00	\$70.00	EDU Healthcare	\$79.56	\$71.40	EDU Healthcare	\$81.15	\$72.83
Sunbelt	\$80.00	\$70.00	Sunbelt	\$82.00	\$72.00	Sunbelt	\$84.00	\$74.00
CENTRA Healthcare	\$87.00	\$58.00	CENTRA Healthcare	\$90.00	\$60.00	CENTRA Healthcare	\$93.00	\$62.00
EPIC Staff	\$80.00	\$75.00	EPIC Staff	\$81.00	\$76.00	EPIC Staff	\$83.00	\$73.00
ProCare	\$78.00	\$65.00	ProCare	\$78.00	\$65.00	ProCare	\$80.00	\$67.00
Princeton Staffing	\$79.00		Princeton Staffing	\$79.00		Princeton Staffing	\$79.00	
TACT Staff	\$95.00	\$85.00	TACT Staff			TACT Staff		
Integrated Pediatrics	\$70.00	\$60.00	Integrated Pediatrics	\$70.00	\$60.00	Integrated Pediatrics	\$70.00	\$60.00

Sincerely,  
Anthony J. Giovannone  
Director of Fiscal Services and Operations

**TO: Dr. Janet Parlato, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 12, 2025**  
**RE: REVISED Bid Award – RFP E-2425-007 - Physical Therapy Services**

The New Milford Public School District goes out to bid every three years for these services. The bid packet for **Physical Therapy Services** was posted on our website and also ran as a legal notice in the newspaper with a closing date of May 20, 2025.

On that date nine (9) vendors submitted proposals:

- EDU Health Care
- Sunbelt
- CENTRA Healthcare
- Integrated Pediatrics
- EPIC Staff
- Pro Care
- Princeton Staffing
- TACT Staffing
- D. Myhill

The Director of Pupil Personnel and Special Services has recommended the award for **Physical Therapy Services** to **Integrated Pediatrics** and **D. Myhill** for the 25/26, 26/27 and the 27/28 fiscal years. All bids received are shown in the table below for reference:

	2025-2026			2026-2027			2027-2028		
	Company Name	PT per Hr	PT Asst.	Company Name	PT per Hr	PT Asst.	Company Name	PT per Hr	PT Asst.
	EDU Healthcare			EDU Healthcare			EDU Healthcare		
	Sunbelt			Sunbelt			Sunbelt		
	CENTRA Healthcare	\$87.00	\$58.00	CENTRA Healthcare	\$90.00	\$60.00	CENTRA Healthcare	\$93.00	\$62.00
	EPIC Staff	\$80.00		EPIC Staff	\$81.00		EPIC Staff	\$83.00	
	ProCare	\$78.00	\$65.00	ProCare	\$80.00	\$67.00	ProCare	\$80.00	\$67.00
	Princeton Staffing	\$79.00	\$60.00	Princeton Staffing	\$79.00	\$60.00	Princeton Staffing	\$79.00	\$60.00
	TACT Staff	\$90.00	\$75.00	TACT Staff			TACT Staff		
0.40	Integrated Pediatrics	\$70.00		Integrated Pediatrics	\$70.00		Integrated Pediatrics	\$70.00	
1.00	D. Myhill	\$70.00		D. Myhill	\$70.00		D. Myhill	\$70.00	

Sincerely,  
Anthony J. Giovannone  
Director of Fiscal Services and Operations

**TO:** Dr. Janet Parlato, Superintendent  
**FROM:** Anthony J. Giovannone, Director of Fiscal Services and Operations  
**Date:** June 12, 2025  
**RE:** REVISED Bid Award – RFP E-2425-012 Enrollment Study

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The bid packet for **District Enrollment Study** was posted on our website and also ran as a legal notice in the newspaper with a closing date of May 28, 2025.

On that date three (3) vendors submitted proposals for this project with pricing as follows:

<b>VENDOR</b>	<b>PRICE</b>	<b>HQ Location</b>
Ross Haber and Associates	\$19,250	Milltown, NJ
Dillinger	\$65,000	Woodstock, CT
MGT	\$104,416	Tampa, FL

The result of this work will be a study that will produce a refreshed enrollment projection for the district. A funding source for this project has yet to be identified. The prior study was completed in 2021 and funded by the Town of New Milford.

At this time the recommendation to the full Board of Education at its meeting on June 17th will be to **not award this item.**

We will repost this at a later date and come back to the Board of Education with those new results and ultimately a recommendation for award.

*Sincerely,*  
*Anthony J. Giovannone*  
*Director of Fiscal Services and Operations*



Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

3C  
Operations Sub-Committee  
June 2025

TO: Dr. Janet Parlato, Superintendent  
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations  
Date: June 6, 2025  
RE: 24/25 Fiscal Year End

The chart below shows the current Fiscal Year End balance projection for 24/25 as of 5/31/25 taking into account the budgeted expenditures still to be processed through the end of the year. The amounts shown constitute a projection only and are subject to change as we move closer to fiscal year end and through the audit process. It is the best attempt at this time, with present data, to project where the 24/25 Operating Fiscal Year End Balance may land.

MAJOR OBJECT CODE	PROJECTED 24/25 FYE BALANCE
SALARIES	\$645,479
BENEFITS	\$223,167
PROFESSIONAL SERVICES	\$143,425
PROPERTY SERVICES	\$57,422
OTHER SERVICES	\$512,891
SUPPLIES	\$63,265
CAPITAL	\$5,523
DUES & FEES	\$11,807
REVENUE	(\$534,035)
<b>TOTAL AMOUNT</b>	<b>\$1,128,944</b>

Historically, any amount unspent at the end of the fiscal year, is at the Board's discretion, to request of the Town Council and Board of Finance, that such funds be set aside for the following purposes pending the final audit:

- **Fulfillment of the ESG loan payment.** The 2025 payment will be due in December. The BOE is responsible for approximately \$513,000 (roughly 2/3rds) of the total amount due.
- **Capital Reserve account for projects.** A revised and updated 5 year capital plan will be presented over the summer to show the needs across the district to fund improvements and maintain existing systems.
- **Contribution towards Turf Field Replacement.** Both the Town and the Board of Education have been working together by funding the eventual replacement of this asset when needed.



Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

3C  
Operations Sub-Committee  
June 2025

10 YEAR BOE HISTORY OF FISCAL YEAR-END BALANCES				
Budget Year	Total Budget	End of Year Balance	% of Budget	10 Year Average
2023/2024	\$70,725,653	\$1,420,700	2.01%	2.02%
2022/2023	\$67,767,289	\$1,568,696	2.31%	
2021/2022	\$65,846,024	\$2,816,025	4.28%	
2020/2021	\$64,464,776	\$3,098,775	4.81%	
2019/2020	\$64,040,692	\$2,910,100	4.54%	
2018/2019	\$63,010,586	\$365,213	0.58%	
2017/2018	\$62,810,586	\$327,903	0.52%	
2016/2017	\$61,686,660	\$194,315	0.32%	
2015/2016	\$61,178,808	\$264,406	0.43%	
2014/2015	\$60,961,778	\$237,262	0.39%	

Sincerely,  
Anthony J. Giovannone  
Director of Fiscal Services and Operations



Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

3D  
Operations Sub-Committee  
June 2025

TO: Dr. Janet Parlato, Superintendent  
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations  
Date: June 6, 2025  
RE: 25/26 Budget

The 25/26 Budget for the Board of Education is being voted upon at the second referendum on June 11, 2025. If this vote passes, the Board of Education needs to make the following adjustments to match:

ORG	OBJ	LOCATION	BOOK PAGE	MOC	DESCRIPTION	Amount	Note
BAZ25043	52900	DISTRICT	66	BENEFITS	WORKERS COMP	-\$8,000.00	AS PER CIRMA UPDATE
BAZ25943	55200	DISTRICT	68	OTHER SERVICES	LAP INSURANCE	-\$10,000.00	AS PER CIRMA UPDATE

Pending a favorable budget vote on June 11, 2025 the steps of the 25/26 Budget for the Board of Education are outlined in the below chart:

STAGE	AMOUNT	\$ INCREASE OVER PRIOR YEAR	% INCREASE OVER PRIOR YEAR
FINAL 24-25 BUDGET	\$73,462,509		
SUPERINTENDENT PROPOSED 25-26 BUDGET	\$76,352,637	\$2,890,128	3.93%
BOARD ADOPTED 25-26 BUDGET	\$76,350,587	\$2,888,078	3.93%
FINAL 25-26 BUDGET *TBD	\$76,332,587	\$2,870,078	3.91%

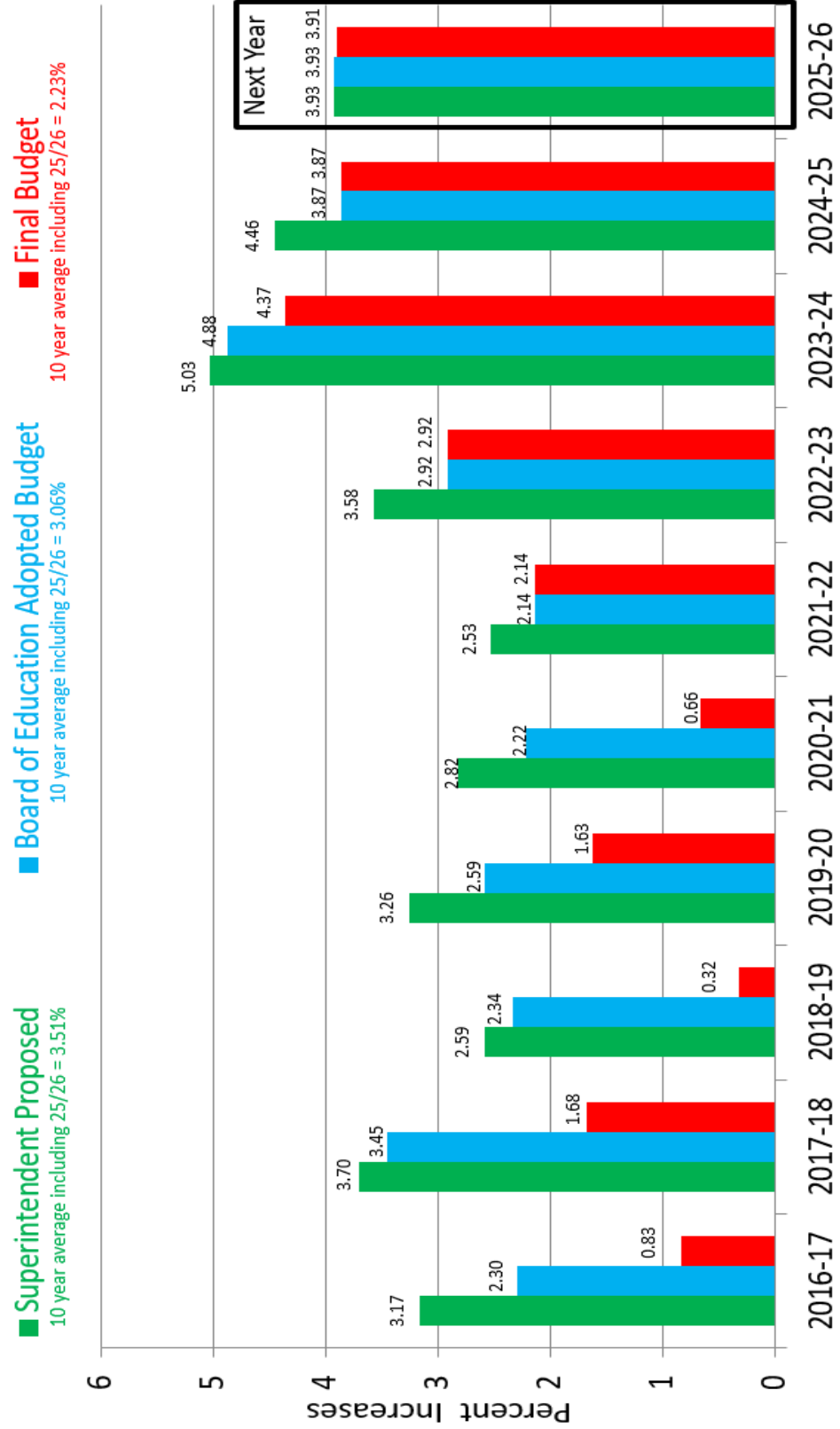
The 2nd page of this memo contains the 10 year history of budget increases for the Board of Education including 25/26, pending a favorable budget vote on June 11, 2025.

Sincerely,  
Anthony J. Giovannone  
Director of Fiscal Services and Operations





NMPS Budget Increases by Percent



**Note: Restorative Practices Response Policy (NEW)**

**In 2023, the General Assembly passed legislation, now codified at Connecticut General Statutes Section 10-222jj, requiring each board of education to adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. Boards of education are required to adopt such policy by July 1, 2025. The policy directs the district’s administration to develop “a continuum of strategies to prevent, identify, and responding challenging behavior, including but not limited to bullying and harassment.”**

**Series 5000  
Students**

**5130**

**RESTORATIVE PRACTICES RESPONSE POLICY**

The New Milford Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the New Milford Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

- “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

#### Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

**Note: This is a new policy to provide guidance when naming or renaming a school building, components of school buildings and/or school grounds.**

**When reviewing this policy, it would be helpful to also review Policy 7000-Concepts and Roles in Planning for Educational Facilities, page 7000(c), section G. Facilities, #3—Naming a Facility/Renaming of School Buildings, Components of School Buildings, and/or School Grounds.**

**Series 1000  
Community Relations**

**1340**

### **NAMING OR RENAMING OF SCHOOL BUILDINGS, COMPONENTES OF SCHOOL BUILDINGS, AND/OR SCHOOL GROUNDS**

The naming and/or renaming of school buildings, major portions of buildings (*e.g.*, media center, auditorium, gymnasium, etc.) and/or school grounds is the responsibility of the New Milford Board of Education (the “Board”). In fulfilling this responsibility, the Board will consider community preferences. The decision will be based upon the Board’s assessment of the special significance of a name or, in the case of an individual, exceptional service to the children of New Milford. Such recognition requires substantial support and comprehensive review.

The Board shall establish a committee, consistent with Board Policy 9014—Board Committees, to expedite and facilitate the Board’s decision regarding whether and how to name a new building or rename a building, major portions of a building, or school grounds. The Board shall seek the advice of the Superintendent before establishing or dissolving a committee. Such committee shall be established and dissolved by Board vote, and the members of the committee shall be appointed by the Board. The ad hoc committee shall be comprised of a minimum of two and a maximum of three Board members and shall include a building administrator, faculty, parents/guardians, community members, and if appropriate, students. The committee shall be appointed as soon as possible after there is a need to consider naming or renaming a building, major components of a building or school grounds and it shall be dissolved when the report has been accepted by the Board or at the next annual organizational meeting or upon a motion for dissolution passed by a majority vote, or upon completion of the assigned task whichever comes first.

The Board will establish the scope and schedule of the committee’s work, which shall include, but not be limited to, recommending potential names for consideration by the Board and any criteria the Board wishes to be considered in the process.

The general procedure for selecting a name will be as follows:

1. The ad-hoc committee will be responsible for receiving and screening school name suggestions.
2. The committee shall follow the provisions of the Freedom of Information Act as required by state law. In addition, opportunities for public input must be made available prior to the committee's recommendation to the Board.

3. The committee shall propose a list of not more than five (5) names to the Board for Board consideration. It shall present its recommendation to the Board in accordance with Board bylaws and policies.

It shall be the policy of the Board to consider the naming of the school facilities using the following criteria:

1. If any of the committee's recommendations reflect the name of an individual, such individual must be shown to have had a broad-based, long-term impact on the New Milford Public Schools (the "District") and its community. Individuals to be considered shall (A) have served in the continuous employ of the New Milford Board of Education for an extended period, usually in excess of ten years, with the name being submitted after the individual's separation from compensated service for a minimum period of one year, or (B) be a non-employee of the New Milford Board of Education who has made an exceptional contribution to the children of New Milford for an extended period or (C) after a historically significant figure.
2. It shall be the general policy to name schools and school facilities for persons who have attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science, or military achievement; early pioneers of the community of the state of Connecticut; outstanding presidents of the United States of America; or geographical landmarks.
3. Where appropriate, the Board may consider naming portions of its facilities and other areas under its control for individuals and/or organizations that, through their significant endorsement, have made possible the construction of said facilities or other areas.
4. If the school is named after a person, preference shall be given to names of (deceased) persons who have made a significant contribution to education.
5. The Board retains the right to make the final determination in the naming of school buildings, major portions of buildings, or school grounds. This policy notwithstanding, it is the intent of the Board that the naming of major portions of buildings and school grounds occur infrequently and on a limited basis.
6. The Board will consider renaming a school building, major portions of a building, or school grounds only after determining that a current name is no longer appropriate, as indicated by 2/3 affirmative votes of the membership of the Board of Education.

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

1111 Comparison Document: ~~Red Strike Through—Deleted language~~  
Blue is new language

Series 1000  
Community Relations

1111

## **POLICY AND ADMINISTRATIVE REGULATIONS REGARDING SCHOOL SECURITY AND SAFETY**

The New Milford Board of Education (the “Board”) will develop and implement an all-hazards ~~district~~ security and safety plan with a school-specific annex for each school within the ~~district~~ New Public Schools (the “District”) or a school security and safety plan for each school within the ~~district~~ District (together, “School Security and Safety Plans”) to bolster ~~their~~ existing emergency preparedness, response capability, and school safety and security measures and to ~~best meet~~ address all-hazards threats.

School Security and ~~safety plans~~ Safety Plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection ~~and will adhere to the~~ (“DESPP”), the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), and other applicable requirements ~~of state law~~.

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the CSDE’s Guidance to K-12 Public Schools Pertaining to Immigration Activities”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;

2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
  3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

The Board shall annually submit its School Security and Safety Plans to DESPP, in accordance with state law.

School Security and ~~safety plans~~Safety Plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials, or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), ~~the plan~~School Security and Safety Plans will not be available to the public.

#### Legal References:

##### State Law:

- Conn. Gen. Stat. § 1-210(b)(19)
- Conn. Gen. Stat. § ~~10-222k~~10-222m
- Conn. Gen. Stat. § ~~10-222m~~10-222n
- Conn. Gen. Stat. § ~~10-222n~~10-222aa
- Conn. Gen. Stat. § 10-231
- Conn. Gen. Stat. § 28-7



[Conn. Gen. Stat. § 54-192h](#)

[Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”](#)

State Standards:

Connecticut Department of Emergency Services and Public Protection,  
*School Security and Safety Plan Standards.*

[Connecticut State Department of Education, \*Guidance to K-12 Public Schools Pertaining to Immigration Activities\* \(January 28, 2025\).](#)

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, ~~(June 2013)~~ [\(June 2013\)](#).

Approved: September 19, 2023

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

## SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

### I. Security and Safety Committee

The New Milford Board of Education (the “Board”), through the Superintendent of Schools (the “Superintendent”), shall establish a school security and safety committee at each school under the jurisdiction of the Board.~~\* The school security and safety committee (the “Security and Safety Committee”).~~ The Security and Safety Committee is responsible for assisting in the development of the school’s security and safety plan (the “School Security and Safety Plan”) and in administering ~~the said~~ plan.

The ~~school security and safety committee~~Security and Safety Committee shall include in its membership a local police officer, a local first responder, a teacher ~~employed at the school,~~ the administrator(s) designated by the Superintendent to serve as the individual(s) responsible for interacting with a federal immigration authority who appears in person at the location of the school or otherwise contacts the school to request information, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school, and any other person the Board deems necessary [such as another building administrator, a special education department representative, custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse]. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent ~~of Schools,~~ additional law enforcement members, or first responders and representatives of the municipality or others shall be invited to participate as needed.

~~[\*NOTE: The school security and safety committee may be combined with an existing school committee, such as the Safe School Climate Committee, as long as the Safe School Climate Committee has the required members listed below.]~~

The ~~committee~~Security and Safety Committee will meet at least annually to review and update the ~~school’s security and safety plan~~School Security and Safety Plan, as necessary. In determining whether the ~~security and safety plan~~School Security and Safety Plan requires updating, the ~~committee~~Security and Safety Committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The ~~security and safety committee~~Security and Safety Committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying ~~and shall report such information, as necessary, to the district safe school climate coordinator.~~

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the ~~district’s~~Board’s Confidentiality and Access to Student Information policy and accompanying regulations. Specifically, any parent/guardian serving as a member of the ~~school security and safety committee~~Security and Safety Committee shall not have access to ~~any~~

information reported to the ~~committee or participate in any activities which may compromise the confidentiality of any student.~~ Security and Safety Committee that would result in a violation of FERPA, and the access of other members of the Security and Safety Committee to personally identifiable student information shall be limited to those individuals on such committee who have a legitimate educational interest in such information.

## II. School Security and Safety Plan

Each ~~school security and safety plan~~ School Security and Safety Plan will be created using the format prescribed by the Connecticut ~~State~~ Department of Emergency Services and Public Protection ~~/Division of Emergency Management and Homeland Security.~~ (“DESPP”).

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the New Milford Public Schools (the “District”) or otherwise contacts a school to request information. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and

4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

[NOTE TO CLIENT: The following protocols are not required by state law, but they are included as recommendations in the CSDE's Guidance to K-12 Public Schools Pertaining to Immigration Activities, and may be included in the security and safety plan:

D. direction that staff maintain a calm and cooperative manner to avoid: 1) escalating the situation; 2) increasing anxiety among the staff and students; or 3) being perceived as obstructing or interfering with any lawful activities; and

E. direction that the designated administrator or other staff record details regarding the visit, any access the agents gained to information, records, areas, or individuals, whether that access was granted and, if so, who granted such access.]

The Board will submit the finalized ~~school security and safety plan~~ School Security and Safety Plan for each school to ~~the Department of Emergency Services and Public Protection/DESPP~~ via its Division of Emergency Management and Homeland Security ("DEHMS") Regional Coordinator. On or before November ~~1<sup>st</sup>~~ 1 of each school year, the Board will also submit to ~~the Department of Emergency Management and Homeland Security Regional Coordinators~~ one of the following: (1) those pages of the district's plans that been updated; (2) the form provided by the Department of Emergency Management and Homeland Security that the district's plans have not changed, along with an updated signature page; or (3) a revised plan if a current plan has undergone a major revision. its DESPP/DEMHS Regional Coordinator the results of the security and vulnerability assessment described in Section IV of these regulations. Additionally, each ~~plan~~ School Security and Safety Plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

### III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the ~~district security and safety plan~~ School Security and Safety Plan, including the school-specific annexes relevant to that employee, ~~or the school's security and safety plan~~. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the ~~security and~~

~~safety plan~~School Security and Safety Plan. The training will be conducted in cooperation with the ~~school safety and security committee~~Security and Safety Committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness, and response.

#### IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the ~~district~~District. Each school's ~~security and safety committee~~Security and Safety Committee shall be advised of the results of the assessment for the ~~committee's school~~Security and Safety Committee's school, and such results shall be considered by the ~~committee~~Security and Safety Committee in updating and revising the ~~security and safety plans~~School Security and Safety Plan.

Local law enforcement and other public safety officials, including the local emergency management director, fire marshal, building inspector and emergency medical services representative, shall each evaluate, score, and provide feedback on a representative sample of fire drills and crisis response drills at each school in the ~~district~~District. By July 1<sup>st</sup> of each year, the Board shall submit a report to the ~~Department of Emergency Management Homeland Security~~DEMHS Regional Coordinator regarding types, frequency, and feedback related to the fire drills and crisis response drills.

#### Legal References:

##### State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § ~~10-222k~~10-222m

Conn. Gen. Stat. § ~~10-222m~~10-222n

Conn. Gen. Stat. § ~~10-222n~~10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, "An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements"

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

[Connecticut State Department of Education, \*Guidance to K-12 Public Schools Pertaining to Immigration Activities\* \(January 28, 2025\).](#)

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*; [\(June 2013\).](#)

Regulation Approved: September 19, 2023

Regulation Revised:

**Note: Revision to School Security and Safety Policy**

**On March 3, 2025, Governor Lamont signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools and establishes new responsibilities for superintendents and boards of education regarding the development of procedures for interacting with federal immigration authorities. The new law directs public school superintendents to designate, *on or before April 1, 2025*, at least one administrator at each school to be responsible for interacting with federal immigration authorities who appear in person at the school or contact the school to request information. The new law also directs boards of education to update, *for the 2024-2025 school year*, their school security and safety plans (which must, under existing law, be developed for each school and be based on standards established by the Department of Emergency Services and Public Protection) with protocols for interacting with such federal immigration authorities. The School Security and Safety Plan has been revised to reflect the new requirements.**

**Series 1000**

**1111**

**Community Relations**

**POLICY AND ADMINISTRATIVE REGULATIONS  
REGARDING SCHOOL SECURITY AND SAFETY**

The New Milford Board of Education (the “Board”) will develop and implement an all-hazards security and safety plan with a school-specific annex for each school within the New Milford Public Schools (the “District”) or a school security and safety plan for each school within the District (together, “School Security and Safety Plans”) to bolster existing emergency preparedness, response capability, and school safety and security measures and to address all-hazards threats.

School Security and Safety Plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”), the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), and other applicable requirements.

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the CSDE’s Guidance to K-12 Public Schools Pertaining to Immigration Activities”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

The Board shall annually submit its School Security and Safety Plans to DESPP, in accordance with state law.

School Security and Safety Plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials, or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), School Security and Safety Plans will not be available to the public.

#### Legal References:

##### State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m



Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Approved: September 19, 2023

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

## **SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS**

### **I. Security and Safety Committee**

The New Milford Board of Education (the “Board”), through the Superintendent of Schools (the “Superintendent”), shall establish a school security and safety committee at each school under the jurisdiction of the Board (the “Security and Safety Committee”). The Security and Safety Committee is responsible for assisting in the development of the school’s security and safety plan (the “School Security and Safety Plan”) and in administering said plan.

The Security and Safety Committee shall include in its membership a local police officer, a local first responder, a teacher, the administrator(s) designated by the Superintendent to serve as the individual(s) responsible for interacting with a federal immigration authority who appears in person at the location of the school or otherwise contacts the school to request information, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school, and any other person the Board deems necessary such as another building administrator, a special education department representative, custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent, additional law enforcement members, or first responders and representatives of the municipality or others shall be invited to participate as needed.

The Security and Safety Committee will meet at least annually to review and update the School Security and Safety Plan, as necessary. In determining whether the School Security and Safety Plan requires updating, the Security and Safety Committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The Security and Safety Committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the Board’s Confidentiality and Access to Student Information policy and accompanying regulations. Specifically, any parent/guardian serving as a member of the Security and Safety Committee shall not have access to information reported to the Security and Safety Committee that would result in a violation of FERPA, and the access of other members of the Security and Safety Committee to personally identifiable student information shall be limited to those individuals on such committee who have a legitimate educational interest in such information.

## **II. School Security and Safety Plan**

Each School Security and Safety Plan will be created using the format prescribed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”).

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the New Milford Public Schools (the “District”) or otherwise contacts a school to request information. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial

warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and

- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

**NOTE TO CLIENT: The following protocols are not required by state law, but they are included as recommendations in the CSDE's Guidance to K-12 Public Schools Pertaining to Immigration Activities, and may be included in the security and safety plan:**

- D. direction that staff maintain a calm and cooperative manner to avoid: 1) escalating the situation; 2) increasing anxiety among the staff and students; or 3) being perceived as obstructing or interfering with any lawful activities; and
- E. direction that the designated administrator or other staff record details regarding the visit, any access the agents gained to information, records, areas, or individuals, whether that access was granted and, if so, who granted such access.

The Board will submit the finalized School Security and Safety Plan for each school to DESPP via its Division of Emergency Management and Homeland Security ("DEHMS") Regional Coordinator. On or before November 1 of each school year, the Board will also submit to its DESPP/DEMHS Regional Coordinator the results of the security and vulnerability assessment described in Section IV of these regulations. Additionally, each School Security and Safety Plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

### **III. Training and Orientation for School Employees**

Each school employee at the school shall receive an orientation on the School Security and Safety Plan, including the school-specific annexes relevant to that employee. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the School Security and Safety Plan. The training will be conducted in cooperation with the Security and Safety Committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness, and response.

#### **IV. Assessments**

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the District. Each school's Security and Safety Committee shall be advised of the results of the assessment for the Security and Safety Committee's school, and such results shall be considered by the Security and Safety Committee in updating and revising the School Security and Safety Plan.

Local law enforcement and other public safety officials, including the local emergency management director, fire marshal, building inspector and emergency medical services representative, shall each evaluate, score, and provide feedback on a representative sample of fire drills and crisis response drills at each school in the District. By July 1 of each year, the Board shall submit a report to the DEMHS Regional Coordinator regarding types, frequency, and feedback related to the fire drills and crisis response drills.

#### **Legal References:**

##### **State Law:**

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, "An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements"

##### **State Standards:**

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Regulation Approved: September 19, 2023

Regulation Revised:

## POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The ~~\_\_\_\_\_Board~~ New Milford Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school ~~Principal~~ principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the ~~district~~ New Milford Public Schools (the “District”), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment (“PPE”) protocols.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United

States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

“Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations*,”  
~~Connecticut State Department of Education (Mar. 28, 2018).~~ (March 28, 2018).

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



**ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building in the New Milford Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building ~~Principal~~principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with ~~district~~District students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the ~~district~~District, its educational programs, or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the ~~district’s~~District’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building ~~Principal~~principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;
  - e. the age of the students;
  - f. the nature of the class or program;
  - g. the potential for disclosure of confidential personally identifiable student information;

- h. whether the visitor/observer has a legitimate educational interest in visiting the school;
  - i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
  - j. any safety risk to students and school staff; and
  - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building ~~Principal~~principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building ~~Principal~~principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways ~~for~~designed to permit the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building ~~Principal~~principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building ~~Principal~~principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building ~~Principal~~principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times.
9. The ~~district~~District has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses, or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building ~~Principal~~principal or responsible administrator as soon as possible.
10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s or observer’s privileges, as determined appropriate by the building ~~Principal~~principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building ~~Principal~~principal or designee.
12. In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

[Conn. Gen. Stat. § 10-222m](#)

[Conn. Gen. Stat. § 54-192h](#)

[Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”](#)

[Connecticut State Department of Education, \*Guidance to K-12 Public Schools Pertaining to Immigration Activities\* \(January 28, 2025\).](#)

[“~~Connecticut State Department of Education~~, \*Guidelines Regarding Independent Educational Evaluations at Public Expense and In- School\*~~In-School~~ Observations,”](#)  
~~Connecticut State Department of Education (Mar. (March~~ 28, 2018).

Regulation Approved: September 19, 2023

Revised:

**Note: Revision to Visitors and Observations in Schools Policy**

**Governor Lamont recently signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools. This policy has been revised to clarify that, in the event that a federal immigration authority appears in person at a school under the board of education's jurisdiction or otherwise contacts a school to request information, the immigration authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan.**

**Series 1000  
Community Relations**

**1250**

**POLICY AND ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

The New Milford Board of Education (the "Board") encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the New Milford Public Schools (the "District"), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board's schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board's Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education ("CSDE") or any subsequent applicable

CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."

#### Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

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Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

Approved: September 19, 2023  
Revised:

NEW MILFORD PUBLIC SCHOOLS

**ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building in the New Milford Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with District students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the District, its educational programs, or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the District’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;
  - e. the age of the students;
  - f. the nature of the class or program;
  - g. the potential for disclosure of confidential personally identifiable student information;
  - h. whether the visitor/observer has a legitimate educational interest in visiting the school;

- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
  - j. any safety risk to students and school staff; and
  - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways designed to permit the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times.
9. The District has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses, or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building principal or responsible administrator as soon as possible.
10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s or observer’s privileges, as determined appropriate by the building principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building principal or designee.
12. In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

#### Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

Regulation Approved: September 19, 2023

Regulation Revised:



## INCREASING EDUCATOR DIVERSITY PLAN

In accordance with Sections 10-4a(3), 10-220(a), 10-156ee, and 10-156hh of the Connecticut General Statutes, the New Milford Board of Education (the “Board”) has developed the following written plan for increasing educator diversity:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. Each Board employee involved in hiring educators for the New Milford Public Schools (the “District”) shall successfully complete the video training module relating to implicit bias and anti-bias in the hiring process, developed pursuant to Connecticut General Statutes § 10-156ee, prior to such employee’s participation in the educator hiring process for the District.
3. The Board will develop contacts with local training and educational institutions, including those with highly diverse enrollments, to publicize job openings within the District and to solicit referrals of diverse and qualified candidates.
4. The Board will develop contacts with local community organizations, including diverse community organizations, to publicize job openings within the District and to solicit referrals of diverse and qualified candidates.
5. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to diverse individuals.
6. The Board will participate in local job fairs, including those that are sponsored by diverse community organizations or otherwise targeted toward diverse individuals.
7. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
8. The Board will review on an annual basis the effectiveness of this plan in increasing diverse applicant flow and attracting qualified candidates for employment.

### Legal References:

Connecticut General Statutes §10-4a (3) Educational interests of state identified  
Connecticut General Statutes §10-220(a) Duties of boards of education  
Connecticut General Statutes §10-156ee Duties re minority teacher recruitment  
Connecticut General Statutes §10-156hh Completion of video training module re implicit bias and anti-bias in hiring process for certain school district employees

Approved: November 21, 2023  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## BULLYING PREVENTION AND INTERVENTION POLICY

The New Milford Board of Education (the “Board”) is committed to creating and maintaining an educational environment within the New Milford Public Schools (the “District”) that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “**Bullying**” means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, “**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, **“Teen Dating Violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

For purposes of this policy, **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).

For purposes of this policy, **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school and/or alternative school program operated by the Board (“alternative school program”) to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents’ or guardians’ electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
- (9) require each school and/or alternative school program to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school and/or alternative school program to ensure the safety of the student against whom such act was directed and policies and procedures in place designed to prevent further acts of bullying;
- (10) require each school and/or alternative school program to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school or alternative school program designed to prevent further acts of bullying;
- (11) establish a procedure for each school and alternative school program to document and maintain records relating to reports and investigations of bullying in such school and/or alternative school program and to maintain a list of the number of verified acts of bullying in such school and/ alternative school program and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school and/or alternative school program will take designed to protect such students against further acts of bullying;
- (15) require the responsible administrator of a school and/or alternative school program, or designee, to notify the appropriate local law enforcement agency when such responsible administrator, or designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school and/or alternative school program to provide all school employees with a written or electronic copy of the District's safe school climate plan; and
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the District's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the Connecticut State Department of Education (the "Department") for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school or alternative school program in the District's web site and ensure that the Safe School Climate Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and alternative programs operated by the Board and in all student handbooks.

As required by state law, the Board, after consultation with the Department and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative (the "Collaborative"), shall provide on the Board's website training materials to school

administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Collaborative.

Legal References:

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

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NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **SAFE SCHOOL CLIMATE PLAN**

The New Milford Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment within the New Milford Public Schools (the “District”), free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan (the “Plan”), consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The District’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

### **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

## II. Definition of Bullying

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
  - (1) causes physical or emotional harm to an individual;
  - (2) places an individual in reasonable fear of physical or emotional harm; or
  - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

## III. Other Definitions

- A. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).
- C. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- D. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and



interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

- E. **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.
- F. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- G. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- H. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.
- I. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- J. **“Prevention and intervention strategy”** may include, but is not limited to,
  - (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Connecticut State Department of Education (the “Department”),
  - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,

- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

K. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

L. **“School employee”** means

- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
- (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

M. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.

N. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

- O. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

#### **IV. Leadership and Administrative Responsibilities**

##### **A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing District staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

- (1) be responsible for implementing the District’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in District schools and programs;
- (3) provide data and information, in collaboration with the Superintendent, to the Department regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the District and to make recommendations concerning amendments to the Plan.

##### **B. Safe School Climate Specialist**

The Principal of each school (or principal’s designee) or responsible administrator of any alternative education program operated by the Board (“responsible administrator”) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school or program.

#### **V. Development and Review of Safe School Climate Plan**

- A. The Principal of each school or responsible administrator shall establish a committee or designate at least one existing committee (“Committee”) in the school or program to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school or program. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school or program, as appointed by the school principal or responsible administrator;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school or program; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal or responsible administrator.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school or program;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school or program policies relating to bullying;
- (5) review and make recommendations to the Coordinator regarding the Plan based on issues and experiences specific to the school or program;
- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) perform any other duties as determined by the principal or responsible administrator that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities that may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school or program.

- D. The Board shall approve the Plan developed pursuant to Board policy and submit such plan to the Department. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such Plan available on the Board's and each individual school or program on the District's web site and ensure that the Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and programs and in all student handbooks.

## **VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building or program administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school or program administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts

were directed, that an investigation has commenced. In order to allow the District to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and may result in disciplinary action.

## **VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school or program's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, the District will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school or program to promote the safety of the student/victim and policies and procedures in place designed to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school designed to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures designed to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the principal of a school or responsible administrator (or designee) reasonably believes that any act of bullying constitutes a criminal offense, the principal or responsible administrator shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the principal, responsible administrator or designee, may consult with the school resource officer, if any, and other individuals the principal, responsible administrator or designee deems appropriate.
- F. If a bullying complaint raises a concern about Protected Class discrimination or harassment, the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the District as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), in a manner designed to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

### **VIII. Teen Dating Violence**

- A. The District strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The District recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building or program administrator. The building or program administrator shall promptly refer the complaint to the Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and

including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

#### **IX. Documentation and Maintenance of Log**

- A. Each school and program operated by the Board shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school or responsible administrator shall maintain a list of the number of verified acts of bullying in the school or program and this list shall be available for public inspection upon request. Consistent with District obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school or program and shall not set out the particulars of each verified act, including, but not limited to, any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school or responsible administrator shall report the number of verified acts of bullying in the school or program annually to the Department in such manner as prescribed by the Connecticut Commissioner of Education.

#### **X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or



expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools and programs may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions, which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students may be subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing an accused student of the reasons for the proposed suspension and giving the accused student an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board or an impartial hearing board designated by the Board in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior and/or teen dating violence.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plans;
- (f) Restitution and/or restorative interventions; and

- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional District actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school and District program. Such prevention and intervention strategies may include, but are not limited to:

- (a) School and program rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;

- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
- (l) Avoidance of sex-role stereotyping;
- (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
- (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever

they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## **XI. Improving School Climate**

**[Individual schools and programs should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school, program and/or district. These strategies should align with school improvement plans and school climate assessments, and be based on current data available on the quality of school climate within the school, program and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.]**

## **XII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school and program shall provide all school employees with a written or electronic copy of the District’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department and the Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”), shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students’ (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

- E. Any person appointed by the District to serve as District safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

### **XIII. School Climate Assessments**

Biennially, the Board shall require each school and program in the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department. The Board shall collect the school climate assessments for each school and program in the District and submit such assessments to the Department.

#### **Legal References:**

Conn. Gen. Stat. § 10-222d  
Conn. Gen. Stat. § 10-222g  
Conn. Gen. Stat. § 10-222h  
Conn. Gen. Stat. § 10-222j  
Conn. Gen. Stat. § 10-222k  
Conn. Gen. Stat. § 10-222l  
Conn. Gen. Stat. § 10-222q  
Conn. Gen. Stat. § 10-222r  
Conn. Gen. Stat. §§ 10-233a through 10-233f  
Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)  
  
Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)  
  
Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)  
  
Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)  
  
Connecticut State Department of Education Circular Letter C-1,  
Series 2019-2020 (July 16, 2019)

Policy approved:	June 20, 2023	NEW MILFORD PUBLIC SCHOOLS
Policy revised:	October 14, 2011	New Milford, Connecticut
	November 8, 2011	

August 21, 2021  
March 21, 2023





Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number	Email Address

Have there been previous incidents? (circle one)      Yes      No

If “yes”, please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):


Were these incidents reported to school employees? (circle one)      Yes      No

If “Yes”, to whom was it reported and when?

--

Was the report verbal or written?

--

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.


I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
-----------------------	----------------	-------------	---------------

5/1/2023

## ***INTERNAL INVESTIGATION NOTES FOR REPORTS OF BULLYING BEHAVIORS***

**For Staff Use Only:**

Has student reporter requested anonymity?    Y        N

Does the school or program have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

[illegible]

Bullying Verified? Yes \_\_\_\_\_ No \_\_\_\_\_

Remedial Action(s)

Taken: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

**NEW MILFORD PUBLIC SCHOOLS  
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

**For Staff Use Only:** \_\_\_\_\_

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Location(s)** \_\_\_\_\_

Reporter Information:

Anonymous student report \_\_\_\_\_

Employee report \_\_\_\_\_ Name \_\_\_\_\_

Parent/Guardian report \_\_\_\_\_ Name \_\_\_\_\_

Student report \_\_\_\_\_ Name \_\_\_\_\_

**Student Reported as Committing Act:** \_\_\_\_\_

**Student Reported as Victim:** \_\_\_\_\_

**Description of Alleged Act(s):** \_\_\_\_\_

\_\_\_\_\_

**Time and Place:** \_\_\_\_\_

**Names of Potential Witnesses:** \_\_\_\_\_

\_\_\_\_\_

**Action of Reporter:** \_\_\_\_\_

**Administrative Investigation Notes (use separate sheet if necessary):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bullying Verified?** Yes \_\_\_\_ No \_\_\_\_

**Remedial Action(s) Taken:** \_\_\_\_\_

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**If Bullying Verified, Has Notification Been Made to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**If Bullying Verified, Have Invitations to Meetings Been Sent to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**Date of Meetings:**

---

---

**If Bullying Verified, Has School or Program Developed Student Safety Support/Intervention Plan?**

Y      N

**(Attach bullying complaint and witness statements. If bullying is verified, attach: 1) notification to parents of students involved that includes a description of the school or program's response to the acts of bullying, the results of the investigation, and via e-mail if e-mail addresses are known, a statement that the parents may refer to the plain language explanation of rights and remedies available under Conn. Gen. Stat. §§ 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the District's website; 2) invitations to parent meetings; and 3) and records of parent meetings).**

5/1/2023

**New Milford Public Schools**  
**Report of Bullying/Consent to Release Student Information**

**Date:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

**School:** \_\_\_\_\_

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To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that your child has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the New Milford Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the New Milford Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

\_\_\_\_\_ I do **NOT** give permission for the New Milford Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Please print)

## Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

**School:** \_\_\_\_\_

A report of teen dating violence has been made on behalf of your child alleging that your child has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the New Milford Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the [\_\_\_\_\_] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_ I do **NOT** give permission for the [\_\_\_\_\_] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

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Name (Please print)

## **New Construction**

### **Concepts and Roles in Planning for Educational Facilities**

It shall be the policy of the Board of Education to plan for educational facilities. A Long Range Plan shall be maintained as the instrument for determining the need for new facilities or for major facility improvements. The plan will incorporate local demographics, community use of educational facilities, projected enrollments, local educational philosophies and policies, existing and planned educational programs, existing facilities, and the ability of the local electorate to provide needed facilities.

The policy reflects the responsibility of the Board of Education to plan for education facilities and the local legislative body's responsibility to raise funding for and to construct needed educational facilities. This policy governs renovation and construction projects. The definition of a renovation or construction project is determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy.

#### **A. Goals and Objectives**

- (1) Identify an educational need for a new facility or renovation to an existing facility.
- (2) Plan for a new facility or renovation to an existing facility.
- (3) Gain public approval for the construction or renovation of a facility.
- (4) Construct or renovate a facility.

#### **B. Assumptions**

This policy assumes all educational programs will be housed in spaces that comply with all applicable building codes and regulations. Further, this policy assumes that spaces provided to educational programs shall not hinder the attainment of educational goals and objectives and that the goal of the Board of Education is to provide facilities with the best possible conditions for attaining educational goals.

#### **C. Community**

- (1) It is recognized that public educational facilities are constructed primarily for public educational activities, but are owned by the public and will be made available for public use wherever that use does not adversely effect educational activities. The design of educational facilities shall take into consideration public use and make accommodations for that use wherever practical. Some of the community uses which shall be considered include recreation, use of facilities for emergency shelters and by non-profit organizations.

## **New Construction**

### **Concepts and Roles in Planning for Educational Facilities**

#### **C. Community (continued)**

- (2) Community demographic information will be considered. Information to be considered shall include road maps with existing and planned sidewalks, maps and descriptions of existing and planned industrial and housing changes, population statistics and local and regional planning studies past, present, and future.

#### **D. Enrollment**

The projection of student enrollment is an essential element of the long range plan. The plan will be based on present and future enrollments. However, any projection is based upon assumptions and subject to inherent weaknesses. Projections will be considered the best estimate at a given point in time. Therefore, enrollment projections shall be updated annually or when new data becomes available or when assumptions change or prove untrue.

- (1) The methods that may be used to predict enrollment include cohort survival, students per dwelling unit and/or percentage of total population.
- (2) Some of the statistics concerning enrollment which will be maintained include the past 5 (five) year enrollment, 5 (five) year predictions, and enrollment summaries by school for past year, present year, and next year. Other statistics will include non-public school enrollment by grade level and students with identified learning disabilities by district and by grade for each school. Existing school districting maps and plans to redistrict will be included.

#### **E. Educational Philosophies and Policies**

To the extent that educational philosophies and policies effect facilities, they will be considered in the development of the district's five year plan.

#### **F. Educational Programs**

Educational facilities must be based on the activity to be housed. Facilities that do not conform fully hinder fulfillment of the goals and objectives of the programs housed as well as the philosophy and objective of the curriculum.



## New Construction

### Concepts and Roles in Planning for Educational Facilities (continued)

#### G. Facilities

The long range plan will consider the capacity of existing facilities and their adequacy to house existing educational programs.

- (1) The plan will consider individual building inventories consisting of construction dates, renovation dates, floor plans, legal capacity by space, type of construction, listing of educational spaces and handicap access information.

- (2) **Retirement of Buildings**

A building operated by the school district may be retired from use when the Board of Education determines that it is no longer useful to the district and/or is unsuitable to the current needs or projected needs of the district. The plan shall be one basis for considering the closing of a facility. Recognizing that the closure of a facility may well be an emotional one, the Board of Education will appoint a committee representing a cross-section of opinion in the school district as well as representing the people in the area served by the facility to study the issue and to recommend alternatives for the Board to consider, including retirement, alternative use, remodeling, continuation in use, or any other recommendations the committee might choose to make.

When a building is retired and determined to no longer serve an educational purpose it shall be returned to the Town and shall no longer be operated or maintained by the Board of Education.

- (3) **Naming a Facility/Renaming of School Buildings, Components of Buildings and/or School Grounds**

The Board of Education shall establish the need and appropriateness for naming any school unit, which includes all outdoor and indoor facilities of the school. When the need has been determined, the Board shall appoint a committee chaired by the Superintendent or designee and composed of two citizens from the immediate community or district served by the school, a representative from each of the following - teachers, administrators, PTO, two students from the school, and one alumni.

## **New Construction**

### **Concepts and Roles in Planning for Educational Facilities**

#### **G. Facilities (continued)**

The school-naming committee shall then present a name or names to the Superintendent who will forward them to the Board.

The Board shall then make the final selection of the name from the list of names submitted by the committee.

It shall be the general policy to name schools and school facilities for persons who have attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science, or military achievement; individuals who have by donation, caused the erection of a school building or the creation of another facility may be nominated to be so honored; early pioneers of the community or the State of Connecticut; outstanding presidents of the United States of America; or geographical landmarks.

#### **H. Finance**

The Town has the responsibility of funding the construction of educational facilities. The Board of Education recognizes the need to plan new facilities within the Town's ability to pay. Therefore, liaison shall be established with the Town when a particular need is determined for new facilities or for improvement to existing facilities. After a project has been identified an estimate of the cost will be developed and given to the Town for consideration and inclusion in the Town's long-range Capital Improvement Plan.

All possible sources of funds that will help defray direct costs to the local taxpayers including, but not limited to, State Department of Education grants and Federal grants will be investigated.

#### **I. Conclusions**

From the plan, an annual list of facility inadequacy and/or future needs shall be developed and presented to the Board of Education for their consideration.

Note: Pursuant to Connecticut General Statutes Section ~~1022c~~<sup>1022cc</sup>, for the school year commencing July 1, 2025 and each school year thereafter, each local and regional board of education must adopt and implement the Connecticut School Climate Policy that ~~was~~ developed and approved by the Connecticut Association of Boards of Education (“CABE”) and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”). The Connecticut School Climate Policy addresses some, but not all, elements of the statutes concerning challenging behavior, bullying, and school climate, such as the operational requirements related to implementation of these statutes. To assist the administration in complying with these requirements, Shipman and Goodwin has developed the following model Administrative Regulations Regarding Connecticut School Climate Policy. It is important to note that these regulations are not required by statute. In addition, these regulations refer to the Challenging Behavior Reporting Form, Investigation Form, and Response Process(es) Notification Form that were developed by CABE, approved by the Collaborative, and accompany the Connecticut School Climate Policy. While school districts must have and publicize a complaint form for purposes of reporting alleged challenging behavior and/or alleged bullying incidents, these particular forms are not required and may be adapted and/or customized. However, please note that the firm has not developed alternatives to these forms, and these model Administrative Regulations Regarding Connecticut School Climate Policy assume that school districts are using them.

Series 5000  
Students

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## ADMINISTRATIVE REGULATIONS REGARDING CONNECTICUT SCHOOL CLIMATE POLICY

The New Milford Board of Education (the “Board”) has adopted the Connecticut School Climate Policy in accordance with Connecticut General Statutes Section ~~1022c~~<sup>1022cc</sup>. The purpose of these Administrative Regulations Regarding Connecticut School Climate Policy is to outline additional requirements under Connecticut General Statutes Section ~~1022c~~<sup>1022cc</sup> *et seq.* regarding the reporting of, assessment of, and responses to challenging behavior and bullying, as well as certain related requirements.

### I. Definitions

- A. “School Climate Specialist” means the principal of each school, or a school employee who holds professional certification pursuant to Connecticut General Statutes Section ~~1045~~<sup>1045</sup>, who is trained in school climate improvement or restorative

- practices, and is designated as the School Climate Specialist by the school principal. The School Climate Specialist is responsible for (1) leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment, (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices, (3) scheduling meetings for and leading the school climate committee, as described in Connecticut General Statutes Section 10-222ff, and (4) leading the implementation of the school climate improvement plan, developed pursuant to Connecticut General Statutes Section 10-222hh.
- B. “School employee” means (1) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by the Board, or (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with the Board.
  - C. “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
  - D. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
  - E. “Challenging Behavior Reporting Form” (referenced as the “uniform bullying complaint form” in Connecticut General Statutes Section 10-222bb) means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the Board’s web site and in each of the Board’s student handbooks, and the School Climate Committee must annually provide notice of such form to the school community.
  - F. “Investigation Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed by the School Climate Specialist within a reasonable amount of time after receiving a report of an alleged challenging behavior and/or alleged bullying incident.
  - G. “Response Process(es) Notification Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed and submitted by the School Climate Specialist to the student(s), parent(s) or guardian(s), and/or school employee(s) who submitted the Challenging Behavior Reporting Form within three (3) school days after an assessment has been finalized and submitted.

- H. “Tiered responses” are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged. Particular tiered responses are required when a student engages in behavior that (1) requires temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury, (2) indicates credible intention to cause bodily harm to self or others, or (3) results in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional. Such tiered responses must include, at a minimum, the responses described in Section V of these Administrative Regulations.
- I. “Student discipline”, for purposes of these Administrative Regulations, means removal from the classroom, suspension, or expulsion, as authorized by the Board’s student discipline policy.
- J. “Removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

## II. Reporting Challenging Behavior or Bullying

- A. School employees shall notify the School Climate Specialist or designee of any alleged challenging behavior or alleged bullying incident that results in student discipline (i.e., removal from the classroom, suspension, or expulsion).
- B. Students, parents or guardians of students enrolled in the school, and school employees (“Reporters”) may file a written report of any alleged challenging behavior or alleged bullying incident using the Challenging Behavior Reporting Form. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with these Administrative Regulations.
- C. Reporters may complete the Challenging Behavior Reporting Form electronically or in hard copy, or they may meet with the School Climate Specialist for assistance in completing the Challenging Behavior Reporting Form.
- D. Written reports of alleged challenging behavior and/or alleged bullying shall be reasonably specific as to the basis for the report, including the date and place of the alleged conduct, a description of what happened, and the names of potential witnesses.
- E. Within three (3) school days, the School Climate Specialist or designee will provide the Reporter with confirmation of receipt of the Challenging Behavior Reporting Form.

### III. Assessing Challenging Behavior and Bullying

The School Climate Specialist or other designated administrator shall assess the facts, severity, and intentionality of the alleged challenging behavior or alleged bullying incident in accordance with the following process:

- A. The School Climate Specialist or other designated administrator shall review the information reported in the Challenging Behavior Reporting Form.
- B. The School Climate Specialist or other designated administrator shall assess the factual basis of the report, as well as the severity and intentionality of any actions that may have occurred.
- C. In conducting such assessment, the School Climate Specialist or other designated administrator shall:
  1. Consult with individuals reasonably believed to have relevant information, including the Reporter, the individuals identified as having been affected by the behavior, and witnesses to the behavior, as appropriate;
  2. Review any relevant materials (e.g., records, statements, documents, videos);
  3. Consider whether the conduct also should be addressed pursuant to any other Board policies or District regulations, such as those related to protected class discrimination or harassment; and
  4. Maintain confidentiality to the extent practicable throughout the assessment process, in accordance with state and federal law.
- D. When conducting the assessment, the School Climate Specialist or other designated administrator shall complete the Investigation Form.
- E. Within a reasonable amount of time, the School Climate Specialist or other designated administrator will determine what responses, if any, should be or have already been taken to address the behavior and/or prevent future instances of such behavior.
- F. Within three (3) school days after an assessment has been completed, the School Climate Specialist or other designated administrator shall (a) complete the Response Process(es) Notification Form, describing the steps taken to address and prevent future instances of challenging behavior or bullying and keeping in mind the District's obligations regarding student confidentiality, and (b) provide the Response Process(es) Notification Form to the Reporter who completed the Challenging Behavior Reporting Form.

#### IV. Challenging Behavior or Bullying That Results in Student Discipline

A. **Removal.** If a teacher removes a student from the classroom because the student has deliberately caused a serious disruption of the educational process, the teacher shall: (1) send the student to: the Main Office or School Counseling Office; and (2) immediately inform the building principal or designee of the name of the student who was removed and the reason for the removal.

1. While the student has been removed to a designated area, student may receive supports that include, but are not limited to: intervention from a school employee trained to provide such intervention, therapeutic resources, available mental health supports, instructional materials and technology or other resources to address the temporary needs of such student.
2. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class. Additional procedures governing behavior that causes a serious disruption; self-harm; and/or physical harm to teacher, another student, or other school employee shall be implemented in accordance with applicable law. Specifically:
  - a. The notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
  - b. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
  - c. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

B. **Discipline.** The District shall address incidents of challenging behavior or bullying that violate the Board's Student Discipline policy in accordance with such policy and any school rules, student handbook, or code of conduct provisions regarding same. Disciplinary action may be necessary for violations of other applicable Board policies or District regulations, such as those related to protected class discrimination or harassment and/or Title IX.

#### V. Challenging Behavior or Bullying That Requires Temporarily Clearing a Classroom or Students, a Credible Intention to Cause Bodily Harm, or Results in Certain Levels of Injury – Tiered Responses

- A. The school shall implement tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior or bullying that:
1. Require temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury;
  2. Indicate credible intention to cause bodily harm to self or others; or
  3. Result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional.
- B. Such tiered responses shall include, but need not be limited to, the following:
1. For a single incident, the school principal shall notify the parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and relevant Board policy.
  2. For a subsequent incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices.
  3. For multiple subsequent incidents or a single incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 21-1 Infoline program, services or programs available through the Behavioral Health Partnership, other resources for professional services, support, or crisis intervention.
- C. For incidents of challenging behavior or bullying that are subject to tiered responses pursuant to this section:
1. Not later than two school days after the date such incident occurred, there shall be a meeting between an administrator and the school employee (if any) who witnessed such incident. The purpose of the meeting shall be to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team ("PPT") for such student, and notice of such incident shall be submitted to the PPT not later than two school days after the date such incident occurred for consideration at a PPT to be scheduled in accordance with the Individuals with Disabilities Education Act. For a student who is eligible under Section 504 of the Rehabilitation Act of 1973 ("Section



504”), notice of the incident shall also be provided to the student’s Section 504 team.

2. Any teacher of record in the classroom may request a behavior intervention meeting with the crisis intervention team for the school. Such request should be submitted to the building principal.

D. The District prohibits discrimination or retaliation against any person who reports or assists in the investigation of an incident of challenging behavior or bullying that is subject to a tiered response.

## **VI. Students with Disabilities**

- A. The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

## **VII. Reports to Board of Education**

- A. The Superintendent of Schools shall submit, at least annually, to the Board a report concerning:
  1. the number of incidents of challenging behavior or bullying that require temporarily clearing a classroom of students, a credible intention to cause bodily harm, or result in certain levels of injury, as described in Section V of these regulations, that occurred during the prior year;
  2. the grade level of each student involved in such incidents; and
  3. the supports, services, or interventions provided in response to such incidents to address the needs of students and school employees.
- B. Such report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with FERPA and the Connecticut State Department of Education’s data suppression guidelines.

### **Legal References:**

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222bb

Conn. Gen. Stat. § 10-222cc

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222ee

Conn. Gen. Stat. § 10-222ff

Conn. Gen. Stat. § 10-222gg

Conn. Gen. Stat. § 10-222hh

Conn. Gen. Stat. § 10-222ii

Conn. Gen. Stat. § 10-233a

Conn. Gen. Stat. § 10-233b

Conn. Gen. Stat. § 10-233c

Conn. Gen. Stat. § 10-233d

Conn. Gen. Stat. § 10-233e

Conn. Gen. Stat. § 10-236c

Regulation approved:

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Ceramics

April 2025

## **New Milford Board of Education**

Mrs. Leslie Sarich, Chairperson

Mr. Eric Hansell, Vice Chairperson

Mrs. Tammy McInerney, Secretary

Mrs. Sarah Herring, Assistant Secretary

Wendy Faulenbach

Mr. Tom O'Brien

Mr. Dean J. Barile

Mr. Brian McCauley

Mr. Randall Scofield

## **Superintendent of Schools**

Dr. Janet Parlato

## **Assistant Superintendent**

Mrs. Holly Hollander

## **Authors of Course Guide**

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Introduction to Ceramics

9-12

This is a foundational, one semester Ceramics course which would be needed to take further ceramics classes at NMHS. Students will be required to participate in both written, drawing assignments and hands-on projects. The concentration will be a deep understanding of the Elements of Design, the use of a variety of techniques/methods that will be explored including pinching, slab, coil, additive, subtractive, with emphasis on materials, techniques, processes and tools of the basic clay making process. Students will be required to research artists, and cultures as they pertain to a unit of study. Students will also explore a variety of ideas, create project proposals, and compose artist statements. Students may also be required to give a final presentation/portfolio (see NMHS student handbook about semester classes and final exams) and participate in class critiques.

# NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing  
Presenting  
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

# VISION OF A GRADUATE

*LIFE, LEARNING, AND CAREERS BEYOND*

## Communication

Recognizing audience.  
Actively listens. Advocates  
for themselves. Allowing  
productive discourse

## Critical Thinking

The ability to use  
information in original and  
creative ways to solve  
problems

## Problem Solving

The ability to define a problem,  
evaluate options, and persevere  
through to find a solution



## Growth Mindset

The ability to set goals,  
develop an action plan and  
seeks opportunities for  
personal growth

## Personal Relationships & Social Awareness

The ability to demonstrate  
an understanding,  
acceptance, and respect of  
others' differences

## Self-management

The ability to set and pursue  
personal and professional goals  
through self-advocacy, time-  
management, preparation, and  
organization.

*LEADING WITH*

FOCUS | HEART | COMMUNICATION | CREATIVITY



## Connection to the Vision of a Graduate

**Critical Thinking** - Students will engage in critical thinking throughout this course. They will analyze the written, demonstrated, or verbal information given, apply it to the project, or create a clay project of an original idea, and assess or reflect on it. Relating these artistic ideas with societal, cultural and historical context will deepen their understanding of art and the world around them.

**Creativity** - Within each unit students will have the opportunity to apply original ideas in the creation of an artwork allowing them to visually communicate with others.

**Communication**- Students will associate the form of artistic expression through their creations, dialogues with classmates, and reflections.

**Growth Mindset**- Students will persevere through complications within the medium.

**Self-Management**- Students will adhere to time frames and due dates.

**Social Awareness**- By looking at art from various cultures, eras and genres, students will increase their ability to understand, accept and respect each others' differences.

## Pacing Guide

Unit Title	Days	Pages
1. Introduction	Ongoing	10-16
2. Creation	Ongoing	17- 23
3. Presentation	Ongoing	23-29
4. Mid-term/Final Exam	end of semester including Mid-term/Final Exam week	30-35

## Unit 1: Introduction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b><u>NCAS Anchor Standard 2,</u></b>  <b><u>Creating:</u></b> Organize and develop artistic ideas and work.  <b>HS Proficient VA:Cr2.1.1a</b></p> <p><b><u>NCAS Anchor Standard 10,</u></b>  <b><u>Connecting:</u></b> Synthesize and relate knowledge and personal experiences to make art.  <b>HS Proficient VA:Cn10.1.1a</b></p> <p><b><u>SEL Competency-</u></b>  <a href="https://selarts.org/">https://selarts.org/</a>  04 Self Awareness</p> <p>07 Self Management</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Engage in making a work of art or design without having a preconceived plan.</li> <li>Document the process of developing ideas from early stages to fully elaborated ideas</li> <li>Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do artists work?</li> <li>How do artists and designers determine whether a particular direction in their work is effective?</li> <li>How do artists and designers learn from trial and error?</li> <li>How does engaging in creating art enrich people's lives?</li> <li>How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</li> <li>How does overcoming obstacles during</li> </ul>

		the creative process impact the refinement and completion of an artistic work?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Artists, designers,</li> <li>• forms, structures,</li> <li>• materials, media</li> <li>• concepts,</li> <li>• approaches,</li> <li>• art-making,</li> <li>• meaning, awareness,</li> <li>• perceptions, knowledge,</li> <li>• experiences, thoughts, feelings, influence,</li> <li>• analysis, process, strategies</li> <li>• perseverance, obstacles, vision</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• working, engaging, creating</li> <li>• determining, learning, informing</li> <li>• responding, overcoming, and impacting,</li> <li>• handling, refining and completing.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(A)Acquisition	Further information: <ul style="list-style-type: none"> <li>Student summarizes The 8 Studio Habits of Mind.</li> </ul>	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i> <ul style="list-style-type: none"> <li>Demonstrating the role of a novice studio artist.</li> <li>Application of the creative process, Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation, in concert with the 8 Studio Habits of Mind, Develop Craft, Engage and Persist, envision, express, observe, reflect, stretch and explore, and Understand the Art World.</li> <li>Investigative research through “The All about Clay Student Handbook” by Tracy Fortune</li> <li>Application and incorporation of concepts of the Elements of Art.</li> <li>Investigative and experimental techniques through method and studio practice of design ideas.</li> <li>Identify one's strengths, and next steps for reinforcing areas of need.</li> <li>Demonstrating and applying line, form, volume &amp; mass</li> <li>Effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery.</li> <li>Students and peers will evaluate each other regarding required criteria based on their trial and error.</li> <li>Students will correctly apply clay techniques to appropriately produce their original artwork.</li> <li>Evaluating progress and adjusting plans when there is little</li> </ul>
(A)Acquisition	<ul style="list-style-type: none"> <li>Student summarizes the Creative Process.</li> </ul>	
(A)Acquisition	<ul style="list-style-type: none"> <li>Student summarizes the Elements of Design.</li> </ul>	
(A)Acquisition	<ul style="list-style-type: none"> <li>-Student will understand the clay process.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Artwork applies a synthesis of skill, technique, original thought, personal choice using correct technique.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Artwork applies the appropriate use of Element(s) of Design, line, form, volume &amp; mass.</li> </ul>	
(M) Meaning	<ul style="list-style-type: none"> <li>Artwork supports knowledge of various technique(s) and proper use of clay and tools.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Student applies the steps in the clay process of recycling, forming, and firing clay.</li> </ul>	
(A)Acquisition	<ul style="list-style-type: none"> <li>Use technical vocabulary of ceramics.</li> </ul>	

(A)Acquisition	<ul style="list-style-type: none"> <li>Operates ceramic studio machinery safely.</li> </ul>	<p>to no progress.</p> <ul style="list-style-type: none"> <li>Assess lessons learned from experiences and mistakes.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Demonstrates responsible behavior in a communal Ceramic Studio.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with reflection and revision of each other's artwork.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Demonstrates use of appropriate safety techniques and care of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Log/journal of project progress through the initial concept, execution, and final stages.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Applies trial and error with clay.</li> </ul>	<ul style="list-style-type: none"> <li>Students will collaboratively reflect on learning through their project based rubric and end goal.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Students apply the creative process and how it involves their work of art.</li> </ul>	<ul style="list-style-type: none"> <li>Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</li> </ul>
(M) Meaning	<ul style="list-style-type: none"> <li>Explaining personal choice, using art/ceramic vocabulary.</li> </ul>	<p><b>Suggested Activities:</b> Introduction to, but not limited to going over contracts and have them signed, icebreakers to get to know one another, tour of the studio, written work from "The All about Clay Student Handbook" by Tracy Fortune  <a href="https://www.teacherspayteachers.com/Product/The-All-About-Clay-Student-Handbook-with-Chapter-Review-Questions-7170499">https://www.teacherspayteachers.com/Product/The-All-About-Clay-Student-Handbook-with-Chapter-Review-Questions-7170499</a>  Intro to the clay process with "Clay Babies" or an activity achieving plastic, leatherhard, and bone-dry clay, intro to The Creative Process, intro to the 8 Studio Habits of Mind, read "The Pottery Place", Hodden and Stoughton, London, Introduce 1987 Global Art Timeline, Ceramic Innovations, Maureen Mackey, Davis, Worcester, MA, 2002, Play "Pass the clay"  <a href="https://www.teambuildingportal.com/games/pass-clay">https://www.teambuildingportal.com/games/pass-clay</a> Create cut-off wire tools, texture stamps, hands-on demo of how clay feels within different stages, wedging clay trials, experimenting with clay, etc.</p>
(T) Transfer	<ul style="list-style-type: none"> <li>Reflecting and revising their artwork through the clay process.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Evaluating and describing their own and peers' work accurately, and effectively.</li> </ul>	
(A)Acquisition	<ul style="list-style-type: none"> <li>Identify one's strengths and next steps for reinforcing areas of need</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection, artist statements, or “I can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p>

### Stage 3

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
(M)Meaning	<ul style="list-style-type: none"> <li>Teacher will check students' prior knowledge with the Ceramics Specific Baseline Assessment.</li> <li>Teacher will check students' prior knowledge of clay through formative assessment.</li> </ul>	
(A)Acquisition	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
(A)Acquisition	<ul style="list-style-type: none"> <li>Teacher introduces clay studio, tools, discusses contracts. <b>WHETO</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will get feedback from the teacher by formative assessment.</li> </ul>
(T)Transfer	<ul style="list-style-type: none"> <li>Students will retrieve written information from “The All about Clay Student Handbook” by Tracy Fortune <b>WHETO</b></li> </ul>	<ul style="list-style-type: none"> <li>Return and review homework.</li> <li>Return and review written work from “The All About Clay Student Handbook”</li> </ul>
(T)Transfer	<ul style="list-style-type: none"> <li>Teacher introduces The 8 Studio Habits of Mind and The Creative Process. <b>WHERE TO</b></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate vocabulary notes.</li> <li>Direct observation</li> </ul>
(T)Transfer	<ul style="list-style-type: none"> <li>Teacher and students analyze the use of Elements of Design <b>WHETO</b></li> </ul>	<ul style="list-style-type: none"> <li>Specific feedback</li> <li>One-on-one instruction</li> </ul>
(A)Acquisition	<ul style="list-style-type: none"> <li>Teacher and students analyze Clay techniques throughout history and cultures. <b>WHETO</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher will monitor a comparison peer critique</li> </ul>
(M)Meaning	<ul style="list-style-type: none"> <li>Teacher demonstrates hand building techniques. <b>WHEO</b></li> </ul>	



(T)Transfer	<ul style="list-style-type: none"> <li>Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork.</li> </ul> <p><b>WHEO</b></p>	
(M)Meaning	<ul style="list-style-type: none"> <li>Students will synthesize their subject for a studio project according to project requirements. <b>HERT</b></li> </ul>	
(T)Transfer	<ul style="list-style-type: none"> <li>Students apply the appropriate method for joining clay together. <b>ERT</b></li> </ul>	
(A)Acquisition	<ul style="list-style-type: none"> <li>Students practice following directions in sequence for clay and creative processes, classroom procedure and clean-up. <b>WEO</b></li> </ul>	
(M)Meaning	<ul style="list-style-type: none"> <li>Students maintain and safely use tools and equipment.</li> </ul> <p><b>WEO</b> - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>TER</b></p>	
(M)Meaning	<ul style="list-style-type: none"> <li>Students will self assess, and each other's work while in progress for further revision. <b>TER</b></li> </ul> <p><u>Essential Resources:</u>            Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, slab rollers, scoring tools, rib tools, and texture stamps/rollers), Recycling bats, storage shelves, tables, bins, paint brushes.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 2: Creation

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b>NCAS Anchor Standard 1 :</b> <b>Creating:</b> Generate and conceptualize artistic ideas and work. <b>HS Proficient VA:Cr1.2.1a</b></p> <p><b>NCAS Anchor Standard 8:</b> <b>Responding:</b> Interpret intent and meaning in artistic work. <b>HS Proficient VA:Re9.1.1a</b></p> <p><b>NCAS Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art. <b>HS Proficient VA:Cn10.1.1a</b></p> <p><b>SEL Competency:</b> 10 Social Awareness <b>SEL Competency 10</b> <a href="https://selarts.org/">https://selarts.org/</a></p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</li> <li>● Establish relevant criteria in order to evaluate a work of art or collection of works.</li> <li>● Document the process of developing ideas from early stages to fully elaborated ideas.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> </ul>	
	<p><i>Meaning</i></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>● People evaluate art based on various criteria.</li> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>● Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>● How does engaging in creating art enrich people's lives?</li> <li>● How does understanding the need of</li> </ul>

		mutual respect for differing viewpoints impact the way an artist or audience perceives, analyzes, interprets artistic works?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Artists, designers, investigations, traditions, goals, art, criteria, meaning, perceptions, knowledge, experiences, ideas, openness, respect, viewpoints, analysis, interpretation, works.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>knowing the contexts, histories, and traditions of art forms.</li> <li>following or breaking from established traditions</li> <li>determining what resources and criteria are needed to formulate artistic investigations.</li> <li>determining criteria to evaluate a work of art</li> <li>engaging in creating art to enrich their lives.</li> <li>understanding the need for mutual respect for differing viewpoints.</li> <li>perceiving, analyzing, interpreting artistic works</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(M) Meaning	<ul style="list-style-type: none"> <li>Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.</li> <li>Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume &amp; mass.</li> <li>Investigates options for personal subjects.</li> <li>Artwork supports knowledge of various technique(s) and proper use of clay and tools.</li> <li>Student applies the steps in the process of recycling, forming, and firing clay.</li> <li>Use technical vocabulary of ceramics.</li> <li>Operates ceramic studio machinery safely.</li> <li>Demonstrates responsible behavior in a communal Ceramic Studio.</li> <li>Demonstrates use of appropriate</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Demonstrating the role of a developing artist.</li> <li>Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation.</li> <li>Application and incorporation of concepts of the Elements of Art.</li> <li>Investigative and experimental techniques through method and studio practice of design ideas.</li> <li>Identify one's strengths, and next steps for reinforcing areas of need.</li> <li>Demonstrating and applying line, form, volume &amp; mass</li> <li>Incorporate effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery.</li> <li>Determine what culture(s) inspired their artwork.</li> <li>Students and peers will evaluate each other regarding required criteria based on their trial and error.</li> <li>Students will correctly apply clay techniques to appropriately produce their original artwork.</li> <li>Assess lessons learned from experiences and mistakes.</li> </ul>
(T) Transfer		
(M) Meaning		
(A) Acquisition		
(T) Transfer		
(A) Acquisition		
(A) Acquisition		
(T) Transfer		
(A) Acquisition		
(T) Transfer		
(T) Transfer		
(T) Transfer		

(T) Transfer	safety techniques and care of materials.	<ul style="list-style-type: none"> <li>• Collaboration with reflection and revision of each other's artwork.</li> </ul>
(T) transfer (T) Transfer	<ul style="list-style-type: none"> <li>• Demonstrate the capacity to maintain concentration on a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Logging/journaling project progress through the initial concept, execution, and final stages.</li> </ul>
(M) Meaning	<ul style="list-style-type: none"> <li>• Relate subjects to various cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>• Apply trial and error concepts with clay.</li> </ul>	
(A) Acquisition/	<ul style="list-style-type: none"> <li>• Artwork is done neatly, and with focus.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>• Demonstrate the creative process and how it involves their work of art.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>• Apply personal choice, using art/ceramic vocabulary.</li> <li>• Reflecting and revising their artwork through the clay process and meaning.</li> <li>• Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.</li> <li>• Evaluating and describing their own and peers' work accurately, and effectively.</li> </ul>	<p><b>Suggested activities:</b> Introduction to, but not limited to, the genres of Greek, Japanese, US Southwest Native American and Chinese histories of ceramic art. Incorporate current ceramic artists such as <a href="#">Hitomi Hosono</a>, Tony Marsh, <a href="#">Hae Won Sohn</a>, Zemer Peled, etc. <a href="https://theartling.com/en/artzine/contemporary-ceramic-artists/">https://theartling.com/en/artzine/contemporary-ceramic-artists/</a> Create chops/stamps, Pinch Pots, slab bowls with variations, Elements of Design Tiles, formative assessment, exit slips, thumbs up/down, etc.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, artist statements, or “I Can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show.</p>
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Stage 3 – Learning Plan		
Code	<b>Pre-Assessment</b>	
(M)Meaning	<ul style="list-style-type: none"> <li>Teacher will check students' prior knowledge with the Ceramics Specific Baseline Assessment.</li> <li>Teacher will check students' prior knowledge of clay through formative assessment.</li> </ul>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
(A)Acquisition	<ul style="list-style-type: none"> <li>Teacher introduces processes of projects. <b>WHETO</b></li> <li>Teacher and students analyze the use of Elements of Design and Clay techniques. <b>WHETO</b></li> <li>Teacher demonstrates hand building techniques. <b>WHEO</b></li> <li>Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. <b>WHEO</b></li> <li>Students will synthesize their subject for a studio project according to project requirements. <b>HERT</b></li> <li>Students apply the appropriate method for joining clay together. <b>ERT</b></li> <li>Students perform the appropriate sequence for clay and creative processes, classroom procedure and clean-up. <b>WEO</b></li> <li>Students maintain and safely use tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Students will get feedback from the teacher by formative assessment.</li> <li>Teacher will return and review homework.</li> <li>Evaluate vocabulary notes.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Comparison peer critique</li> <li>Students will collaboratively reflect on learning through their project based rubric and end goal.</li> <li>Presentation</li> </ul>
(T) Transfer		
(A)Acquisition		
(A)Acquisition		
(M) Meaning		
(T) Transfer		
(T) Transfer		
(A)Acquisition		
(T) Transfer		
(T) Transfer		

	<p><b>WEO</b> - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>TER</b></p> <ul style="list-style-type: none"> <li>• Students will self assess, and peers work while in progress for further revision. <b>TER</b></li> </ul> <p><u>Essential Resources:</u>  Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks with working faucets, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun), Recycling bins, storage shelves, tables, bins, paint brushes.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: Presentation

### Stage 1 Desired results

	<i>Transfer</i>	
<p><b><u>NCAS Anchor Standard 3:</u></b>  <b><u>Creating:</u></b> Refine and complete artistic work.  <b>HS Proficient VA:Cr3.1.1a:</b></p> <p><b><u>NCAS Anchor Standard 4:</u></b>  <b><u>Presenting:</u></b> Select, analyze, and interpret artistic work for presentation.  <b>HS Proficient VA:Pr4.1.1a:</b></p> <p><b><u>NCAS Anchor Standard 9:</u></b>  <b><u>Responding:</u></b> Apply criteria to evaluate artistic work  <b>HS Proficient VA:Re9.1.1a:</b></p> <p><b><u>SEL Competency:</u></b>          13 Relationship Skills and Presenting  <a href="https://selarts.org/">https://selarts.org/</a>  <b>SEL Competency 13:</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</li> <li>• Analyze, select, and curate artifacts and/or artworks for presentation and preservation</li> <li>• Establish relevant criteria in order to evaluate a work of art or collection of works.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation.</li> <li>• People evaluate art based on various criteria.</li> <li>• Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the presentation of an artistic</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</li> <li>• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>• How does one determine criteria to evaluate a work of art? How is a personal preference different from an evaluation?</li> <li>• How can an artist's relationship with others impact the presentation of artistic</li> </ul>

	work.	works?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Artists, designers,</li> <li>• excellence, practice,</li> <li>• critique,</li> <li>• work, time, criteria,</li> <li>• techniques, methods,</li> <li>• venues, artworks, preservation, presentation,</li> <li>• communication, relationships, collaboration.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• developing, growing and becoming accomplished,</li> <li>• Revising, refining,</li> <li>• caring for artworks,</li> <li>• selecting, determining,</li> <li>• impacting.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(M) Meaning,	<ul style="list-style-type: none"> <li>Artwork that demonstrates a synthesis of skill, technique, personal choice using correct glazing technique.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Accepting the role of a developing artist.</li> <li>Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation.</li> <li>Application and incorporation of concepts of the Elements of Art.</li> <li>Investigative and experimental techniques through method and studio practice of design ideas.</li> <li>Identify one's strengths, and next steps for reinforcing areas of need.</li> <li>Applying line, &amp; color.</li> <li>Incorporate effective use of glazing/underglazing tools such as paint brushes, sponges, wax resist, sgraffito tools.</li> <li>Students and peers will evaluate each other regarding required project criteria.</li> <li>Students will correctly apply glazing techniques to finish their piece.</li> <li>Assess lessons learned from experiences and mistakes.</li> <li>Collaboration with reflection and revision of each other's artwork.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Artwork demonstrates the appropriate use of Element(s) of Design, line, and color.</li> </ul>	
(M) Meaning	<ul style="list-style-type: none"> <li>Investigates options for personal subjects.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Apply the process of construction, drying, bisque firing, glaze application, and glaze firing.</li> </ul>	
(A) Acquisition	<ul style="list-style-type: none"> <li>Artwork supports knowledge of various decorative glazing technique(s) and proper use of glaze and tools.</li> </ul>	
(A) Acquisition	<ul style="list-style-type: none"> <li>Observe change of color of fired glaze when compared to glaze color in container.</li> </ul>	
(A) Acquisition	<ul style="list-style-type: none"> <li>Note and duplicate the effect of two overlapping glazes.</li> </ul>	
(A) Acquisition	<ul style="list-style-type: none"> <li>Recognize and use different techniques of glaze application</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Use technical vocabulary of glazing.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Operates ceramic studio machinery safely.</li> </ul>	
(T) Transfer		
(T) Transfer		

(T) Transfer	<ul style="list-style-type: none"> <li>• Demonstrates responsible behavior in a communal Ceramic Studio.</li> </ul>	<ul style="list-style-type: none"> <li>• Logging/journal of project progress through the initial concept, execution, and final stages.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>• Demonstrates use of appropriate safety techniques and care of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</li> </ul>
(M) Meaning	<ul style="list-style-type: none"> <li>• Demonstrate the capacity to maintain concentration on a task.</li> </ul>	
(T) Transfer/(M) Meaning	<ul style="list-style-type: none"> <li>• Artwork is done neatly, and with focus.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>• Demonstrate the creative process and how it involves their work of art.</li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>• Apply personal choice using art/ceramic vocabulary.</li> </ul>	<p><b>Suggested activities:</b> Introduction to, but not limited to, “All About Clay Student Handbook, Chapter 5-Glazing &amp; other Surface Treatments”, <a href="https://www.teacherspayteachers.com/Product/The-All-About-Clay-Student-Handbook-with-Chapter-Review-Questions-7170499">https://www.teacherspayteachers.com/Product/The-All-About-Clay-Student-Handbook-with-Chapter-Review-Questions-7170499</a></p>
(T) Transfer	<ul style="list-style-type: none"> <li>• Reflecting on their artwork through the clay process and meaning.</li> </ul>	<p>experimentation with glazing and underglazing, wax resist, sgraffito, engraving, incising, sponge painting, stamping.</p>
(T) Transfer	<ul style="list-style-type: none"> <li>• Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other’s perspectives.</li> </ul>	<p>Evaluation, rubrics, assessments, group critique, peer critique, participation in student art shows.</p>
	<ul style="list-style-type: none"> <li>• Understand and be able to demonstrate how to effectively communicate with others in a variety of situations.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Evaluating and describing their own and peers' work accurately, and effectively.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Select artwork for the student art show</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using correct art vocabulary in reflections, logs/journals, artist statements, or “I Can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
(M) Meaning	<p>Teacher will check students' prior knowledge with the Ceramics Specific Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher shows students test tiles and leads discussion of how the color of glaze in a container is different than that of fired color. <b>WHETO</b></li> <li>Teacher explains the result of flux in glaze in relation to how a piece is placed in the kiln (clean or bottom stilt). <b>WHETO</b></li> <li>Teacher discusses the firing cycle and temperature. <b>WHETO</b></li> <li>Teacher discusses the chemistry of glaze, including melting point and kiln atmosphere. <b>WHETO</b></li> <li>Teacher introduces new glazing vocabulary and concepts. <b>WHETO</b></li> <li>Teacher conferences with students to help choose the best glaze(s) and application method(s) for their selected piece. <b>HERT</b></li> <li>Students incorporate the use of Elements of Design in their glaze applications. <b>WHETO</b></li> <li>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. <b>WEO</b></li> <li>Students maintain and safely use tools and equipment. <b>WEO</b></li> <li>Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>TER</b></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will get feedback from the teacher by formative assessment.</li> <li>Evaluate vocabulary notes.</li> <li>Formative assessments.</li> <li>Direct observation.</li> <li>Specific feedback.</li> <li>One-on-one instruction.</li> <li>Peer critique.</li> <li>Students will reflect on learning through their project based rubric and end goal.</li> <li>Presentation/Display</li> </ul>

(T) Transfer	<ul style="list-style-type: none"> <li>Students will self/peer assess work while in progress for further revision. <b>TER</b></li> </ul>	
(M) Meaning	<ul style="list-style-type: none"> <li>Teacher coaches students in preparation for and set up display of selected piece(s). <b>WHERE TO</b></li> </ul>	
(M) Meaning		
(M) Meaning	<ul style="list-style-type: none"> <li>Students will select and defend their piece(s) for a student art exhibit. <b>WHERE TO</b></li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>Students will evaluate their finished project. <b>E</b></li> </ul>	
(M) Meaning	<p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, appropriate artist prints, white paper, pencils, erasers, markers, colored pencils, glazes, underglazes, kilns, sinks, glazing tools (paint brushes, hake brushes, sponges (cleaning and clay), wax resist, scoring tools, banding wheels, skewers, carving tools, sgraffito tools, rib tools, texture stamps/rollers, shape punches), whisks, hand held blender, storage shelves, tables, bins.</p>	
(T) Transfer	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 4: Mid-Term/Final Exam

## Stage 1 Desired Results

Stage 1 Desired Results		
<p><b><u>NCAS Anchor Standard 3:</u></b>  <b><u>Creating:</u></b> Refine and complete artistic work.  <b>HS Proficient VA:Cr3.1.1a</b></p> <p><b><u>NCAS Anchor Standard 8:</u></b>  <b><u>Responding:</u></b> Interpret intent and meaning in artistic work.  <b>HS Proficient A:Re8.1.1a</b></p> <p><b><u>NCAS Anchor Standard 10:</u></b>  <b><u>Connecting:</u></b> Synthesize and relate knowledge and personal experiences to make art.  <b>HS Proficient VA:Cn10.1.1a</b></p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</li> <li>• Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>• Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</li> <li>• How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> <li>• How does engaging in creating art enrich people's lives?</li> </ul>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>



	<ul style="list-style-type: none"> <li>• Artists and designers,</li> <li>• forms, structures, concepts,</li> <li>• materials, media,</li> <li>• approaches, insights, meanings,</li> <li>• artworks, criticism, awareness,</li> <li>• perceptions, knowledge, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• working, determining,</li> <li>• using vocabularies,</li> <li>• understanding, interpreting,</li> <li>• engaging, enriching.</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(A) Acquisition /(M) Meaning/ (T) Transfer	<ul style="list-style-type: none"> <li>Student constructs initial proposal of final project.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporating the creative process: Inspiration, Idea, Production, Critique, Rework, Evaluation.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>Application and incorporation of concepts of the Elements of Art.</li> </ul>
(M) Meaning	<ul style="list-style-type: none"> <li>Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume &amp; mass.</li> </ul>	<ul style="list-style-type: none"> <li>Investigative and experimental techniques through method and studio practice of design ideas.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Artwork supports knowledge of various technique(s) and proper use of clay and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Identify one's strengths, and areas of weakness, for reinforcement.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Student demonstrates the appropriate steps in the clay and creative processes.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate effective use of the clay process from recycling, building, firing, and glazing.</li> </ul>
(A) Acquisition	<ul style="list-style-type: none"> <li>Student demonstrates the appropriate steps in the clay and creative processes.</li> </ul>	<ul style="list-style-type: none"> <li>Log/journal of project progress through the initial concept, execution, and final stages.</li> </ul>
(A) Acquisition	<ul style="list-style-type: none"> <li>Use technical vocabulary of ceramics.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will evaluate student work regarding required project criteria.</li> </ul>
(T) Transfer	<ul style="list-style-type: none"> <li>Operates ceramic studio machinery safely.</li> </ul>	<p><b>Suggested activities:</b> Possible, but not limited to, the students proposing to create any 3-D ceramic form combining pinch, slab, and coil method of hand-building, and/or throwing on the wheel. Log/journals may include a form of electronic visual and written portfolio such as Google slides, Canva, Flip-grid, See-Saw, etc. Written tests may be proctored. Evaluation/rubric will be provided</p>
(T) Transfer	<ul style="list-style-type: none"> <li>Demonstrates responsible behavior in a communal Ceramic Studio.</li> </ul>	

(M) Meaning	<ul style="list-style-type: none"> <li>• Demonstrates use of appropriate safety techniques and care of materials.</li> </ul>	by the teacher. Participation in student art shows when appropriate.
(M) Meaning		
(T) Transfer	<ul style="list-style-type: none"> <li>• Demonstrates trial and error with clay.</li> </ul>	
(A) Acquisition	<ul style="list-style-type: none"> <li>• Defend their creative process and how it involves their work of art.</li> <li>• Analyze personal choice, using art/ceramic vocabulary.</li> <li>• Reflecting their artwork through the clay process.</li> <li>• Evaluating and describing their own work accurately, and effectively.</li> <li>• Identify one's strengths and areas of improvement.</li> </ul>	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or "I Can..." to discuss their original artwork.</p> <p>A rubric must link to unit standards and objectives.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
(M) Meaning	<ul style="list-style-type: none"> <li>Teacher will consider students initial project proposal.</li> <li>Teacher will check students' prior knowledge of clay through prior formative assessments.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher and students discuss criteria requirements for the final project. <b>WHETO</b></li> <li>Students incorporate the use of Elements of Design, Creative Process, and Clay process in their final projects. <b>WHETO</b></li> <li>Students will construct an initial proposal of their final project. <b>WHETO</b></li> <li>Teacher conferences with students on final projects throughout the entire process. <b>WHETO</b></li> <li>Students create their final project. <b>WHERE TO</b></li> <li>Students keep a log/journal of the entire clay and creative processes. <b>WHETO</b></li> <li>Students maintain and safely use tools and equipment. <b>WEO</b> -Students will self assess work while in progress for further revision. <b>TER</b></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will get feedback from the teacher by formative assessment upon initial proposal completion.</li> <li>Direct observation.</li> <li>Specific feedback.</li> <li>One-on-one instruction.</li> <li>Peer critique.</li> <li>Teacher will evaluate final projects through project based rubric and student end goal.</li> <li>Presentation/Display when appropriate during Midterms/Final Exams.</li> </ul>
(A)Acquisition		
(M) Meaning		
(M) Meaning		
(T) Transfer		
(T) Transfer		
(T) Transfer		
(T) Transfer		
(M) Meaning		

- Teacher will evaluate the completed project. **E**

Essential Resources:

Artroom with Smartboard, Technology devices such as chromebooks, ipads, etc. with access to Google Slides, Canva, See-Saw, Flip-Grid, etc. appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun, paint brushes, sponges, wax resist), whisks, hand held blender, recycling bats, banding wheels, storage shelves, tables, bins.

Resources:

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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advertising Art and Design - Fine Arts

April 2025

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### **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

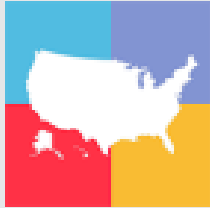
## Advertising Art and Design - 9th - 12th grade

The goal of this curriculum is to integrate artistic literacy as the foundation for the overarching artistic processes: creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

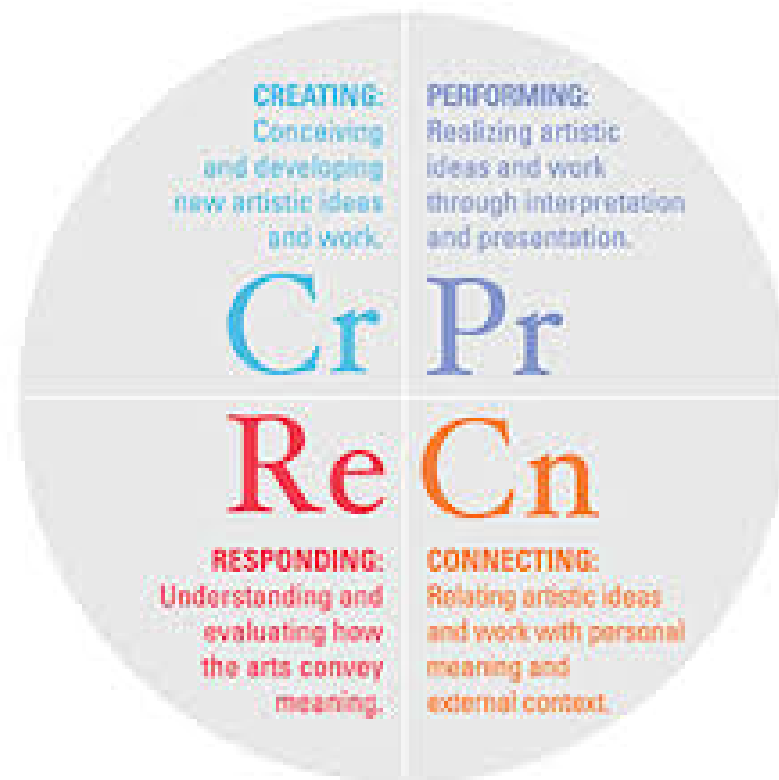
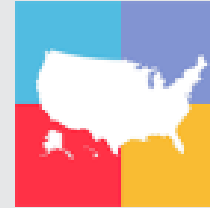
Advertising Art introduces students to the methods of commercial art and advertising strategies while promoting personal choice, self-evaluation, critical thinking, and academic language. Students will learn advertising as an art discipline. They will explore advertising as a distinct art form and understand the significance of digital citizenship for designers, particularly concerning copyright and fair use. The curriculum covers various aspects, including layout, typography, logo creation, color theory, and packaging design. Students will evaluate advertising art and campaigns, as well as develop their own advertising projects and products. Both group and individual presentations and critiques will prepare students for showcasing their artistic work. This course serves as a thorough introduction to the fundamentals and practices of advertising art and design. Students will acquire insights into contemporary advertising techniques across print, broadcast, and digital platforms. The course also explores social, cultural, ethical, and legal dimensions of advertising, historical influences, strategic planning, media selection processes, integrated marketing communications, and career opportunities in advertising and sales promotion. Additionally, it offers an overview of how communication tools can effectively engage target audiences and enhance consumer awareness.

This is a one semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that provide a comprehensive overview of the major Elements and Principles of artistic design with an emphasis on the vision of the Graduate (communication, critical thinking, problem solving, growth mindset, self-management, personal relationships and social awareness). These competitions allow students to discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions as well as recognizing life, learning and careers beyond. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.



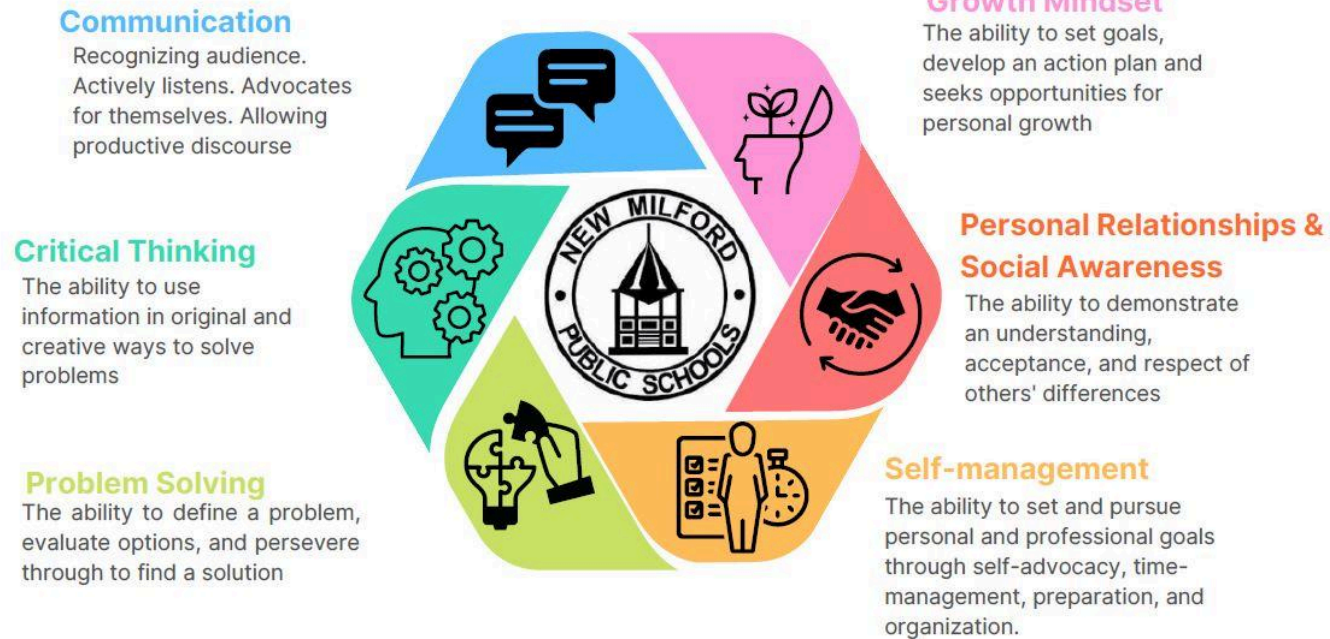
## NATIONAL CORE ARTS STANDARDS



The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

# VISION OF A GRADUATE

*LIFE, LEARNING, AND CAREERS BEYOND*



*LEADING WITH*  
FOCUS | HEART | COMMUNICATION | CREATIVITY

## Pacing Guide

Units	Pages	Timeline
<p><b>Unit 1 - Design Principles/SEL</b> An in-depth exploration of the Elements and Principles of artistic design, focusing on individual preferences, self-evaluation, analytical thinking, and advanced vocabulary. The program highlights the application of visual elements to communicate ideas, establish brand identities, and influence audiences.</p> <p><b>Unit 2 - Creating and Connecting through Practice, Experimentation, and Revision</b> Students will investigate various concepts in both print and digital media, encompassing illustration, typography, layout design, branding, and advertising strategies. They will acquire essential principles such as color theory, composition, typography, and visual hierarchy, all of which are vital for crafting compelling and effective advertisements.</p> <p><b>Unit 3 - Presenting and Reflecting</b> Students will develop graphic and advertising projects from the conceptual phase to pre-press, utilizing the latest Adobe Creative Suite software. They will become skilled in essential tools such as Adobe Photoshop, Illustrator, and InDesign, which are crucial for designing and producing both digital and print advertising materials.</p> <p><b>Unit 4 - Mid-term/Final Assessments</b> A portfolio with the major emphasis is on the elements and principles of design will be maintained. Special emphasis is placed on manual illustration and layout skills in the area of art production, technical features of design, layout and composition, and color theory.</p>	<p>9-14</p> <p>15-22</p> <p>23-28</p> <p>29-35</p>	<p>September/October - Pre-Assessment</p> <p>Semester 1 September - January Semester 2 January-June</p> <p>1 - Design Principles/SEL - Ongoing 2 - Creating and Connecting - Ongoing 3 - Presenting and Reflecting - Ongoing (District Wide Art Show - Cumulative - End of Year) 4 - Mid-term/Final Assessment (mid-term/final exam week)</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes, mid semester check in, and final exams. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline</p> <p><b>Formative Descriptions:</b> ● Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in ● Reflections ● Vocabulary usage ● Peer/self-reflection ● Teacher feedback during discussion and critiques ● Final exam</p> <p><b>Summative Descriptions:</b> ● Direct observation of student work ● Specific feedback ● One-on-one instruction ● Student/teacher rubric (end of semester)</p>

## Unit 1: Design Principles/SEL

## Stage 1 Desired Results

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  <b>National Core Art Standards</b>  <u><b>NCAS Anchor Standard 1:</b></u> Generate and conceptualize artistic ideas and work. <b>(HS Proficient VA:Cr1.1.1a )</b>  <u><b>NCAS Anchor Standard 10:</b></u> Synthesize and relate knowledge and personal experiences to make art. <b>(HS Proficient VA:Cn10.1.1a)</b>  <u><b>SEL Competency</b></u> 05 Responsible Decision Making <b>(17 SEL Competency)</b>  <b>Helpful Links</b> <a href="#">ArtsEd SEL Framework</a>  <a href="#">CASEL Framework</a>	<b>Transfer</b>  <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>• Use multiple approaches to begin creative endeavors.</li> <li>• Document the process of developing ideas from early stages to fully elaborated ideas.</li> <li>• Develop, implement and model effective problem solving and critical thinking skills</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices. Artists consider the impact of decisions made during the creative process.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does engaging in creating art enrich people's lives?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> <li>• How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of</li> </ul>

		<p>preparing for a performance/presentation and inform the final product?</p> <ul style="list-style-type: none"> <li>• How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• innovative thinking and creativity,</li> <li>• essential life skills,</li> <li>• art making,</li> <li>• profound meaning,</li> <li>• developing awareness,</li> <li>• developing perceptions,</li> <li>• cultural knowledge,</li> <li>• critical thinking</li> <li>• meaningful experiences,</li> <li>• emerging artists,</li> <li>• problem solving,</li> <li>• personal perspective,</li> <li>• creative choices,</li> <li>• impact of decisions,</li> <li>• creative process</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• developing ideas,</li> <li>• making art,</li> <li>• investigating art,</li> <li>• creatively solving,</li> <li>• thoughtfully considering</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<b>FURTHER INFORMATION:</b> <ul style="list-style-type: none"> <li>Students identify and apply the Elements and Principles of Design to their planning of artwork.</li> <li>Plan and select designs that demonstrate a synthesis of well-organized, original, quality designs.</li> <li>Identify one's strengths and next steps for reinforcing areas of need.</li> <li>Use personal choice, correct technique and academic language while demonstrating and supporting knowledge of the planning process.</li> <li>Responsible decision making is needed to work successfully in a communal studio.</li> <li>Evaluating and describing their own and peers' work accurately, and effectively.</li> <li>Through critical analysis and curating a collection of artwork based on differing sets of criteria, students will consider the impact of works of art on the values and behaviors of society. Students will investigate methods for displaying, preserving, and protecting art.</li> <li>Applies and supports knowledge of various technique(s) through trial and error of various</li> <li>Proper use of supplies and techniques and of media with a focus on</li> </ul>	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i>
(M) Meaning		<p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Application and incorporation of concepts of the Elements and Principles of Design.</p> <p>Demonstrating the role of a novice studio artist. Students and peers will evaluate each other regarding required criteria based on their trial and error. Students will collaboratively reflect and revise each other's artwork.</p> <p>Log/journal of project progress through the initial concept, execution, and final stages.</p> <p>Evaluate how expressing one's emotions in different situations affects oneself and others Investigative and experimental techniques through method and studio practice of design ideas.</p>
(T) Transfer		<p>Students and peers will evaluate each other regarding required criteria based on their trial and error.</p> <p>Regularly demonstrate use of systematic decision-making by identifying a decision, gathering information, and assessing alternative resolutions</p>



	<p>appropriate safety techniques and care of materials.</p> <ul style="list-style-type: none"> <li>• Students apply the creative process and how it involves their work of art.</li> <li>• Self assessing and revising artwork throughout the artmaking process.</li> <li>• Apply academic language.</li> <li>• Reflecting and adjusting their artwork through detailed rubrics</li> </ul>	<p><b>Suggested Activities:</b></p> <p>Students will participate in group discussions centered on social-emotional learning (SEL) competencies, while also exploring the historical and contemporary sources of advertising, as well as the demographic factors involved.</p> <p>Students will experiment with fundamental art tools and materials, identify target audiences, and research various advertisements as part of the process of creating and connecting through practice, experimentation, and revision.</p> <p>The goal is to produce original and well-organized artwork that incorporates essential elements and principles.</p>
		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Goal/challenge - To be successful and responsible in a communal studio. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Role - High school art student Audience - Your target audience is your teacher and our school community.</p> <p>Situation - School community. Art studio Products and performances generated by students - To become familiar with the art studio. To plan and design hand-made works of usable art</p> <p>Standards/criteria for judging success - Rubrics, Ongoing formative/summative assessments, feedback</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
(M) Meaning	District wide baseline assessments to check prior knowledge formative assessments	
(M) Meaning  (A) Acquisition  (T) Transfer	<b>Summary of Key Learning Events and Instruction</b> <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>• <i>Students will synthesize their subject for a studio project according to project requirements. HERT</i></li> <li>• <i>Compare and contrast specific language and vocabulary of crafts WHER</i></li> <li>• <i>Teacher introduces the studio, tools, discusses contracts and portfolios. WHETO</i></li> <li>• <i>Teacher introduces different possible projects and the processes WHETO</i></li> <li>• <i>Students maintain and safely use tools and equipment. WEO</i></li> <li>• <i>Teachers and students analyze the use of Elements and principles of Design and techniques. WHETO</i></li> <li>• <i>Students perform the appropriate sequence for studio work and creative processes, classroom procedure and clean-up. WEO</i></li> <li>• <i>Teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</i></li> <li>• <i>Students will self assess, and peers work while in progress for further revision TER</i></li> </ul> <b>Helpful Link</b> <a href="#">WHERE TO: Making Instructional Decisions</a>	<b>Progress Monitoring</b>  Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics •  Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Reflections and feedback during discussions and critiques

**Essential Resources:**

Each student should be provided with a sufficiently spacious individual workspace, equipped with a desktop computer that has internet access, Adobe Creative Cloud, and a drawing tablet. The classroom must include storage solutions and shelving to securely store technology items. A Smartboard, suitable artist prints, a diverse selection of magazines, and various printed advertisements. Additionally, USB external drives and SD cards should be available.

Students will have the opportunity to explore fundamental art tools and materials, including pencils, erasers, rulers, scissors, glue, hot glue and glue guns, a range of markers, colored pencils, sketchbooks, white and colored paper, printer paper, photo paper, both permanent and washable markers, X-Acto knives, adhesives (such as rubber cement, white glue, glue guns, and tape), and more.

The use of desktop computers, drawing tablets, and Adobe layout and design software will be integral to the learning experience.

**Resources:**

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

**Stage 1 Desired Results**

<b>ESTABLISHED GOALS</b>	<b>Transfer</b>	
<p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work. (HS Proficient VA:Cr2.1.1a )</p> <p><b><u>NCAS Anchor Standard 11:</u></b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (HS Proficient VA:Cn11.1.1a)</p> <p><b><u>SEL Learning Competency</u></b></p> <p>05 Responsible Decision Making and Connecting (18 SEL Learning Competency)</p> <p>02 Self Management and Perform/Present/Produce (07 SEL Learning Competency)</p> <p><b>Helpful Links</b> <a href="#">ArtsEd SEL Framework</a> <a href="#">CASEL Framework</a></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Engage in making a work of art or design without having a preconceived plan.</li> <li>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> <li>Identify the consequences associated with one's actions in order to make constructive choices</li> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices.</li> <li>Artists consider the impact of decisions made during the creative process.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> <li>In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?</li> </ul>

		<ul style="list-style-type: none"> <li>How do perceptions, interpretations, and application of criteria affect one's view of artistic works?</li> </ul>
	<b>Acquisition</b>	
	<b><i>Students will know...</i></b> <ul style="list-style-type: none"> <li>artist and designers experiment</li> <li>develop concepts through media art,</li> <li>understandings of society, cultures, and history</li> <li>analysis and thinking skills</li> <li>personal perspective</li> <li>making choices</li> <li>impact of decisions</li> <li>creative process</li> </ul>	<b><i>Students will be skilled at...</i></b> <ul style="list-style-type: none"> <li>thoughtfully making</li> <li>user-centered development</li> <li>effectively solving</li> <li>thoughtfully considering</li> <li>efficiently implementing</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<p><b>Further information:</b> Students identify the Creative Process.</p> <ul style="list-style-type: none"> <li>• Artworks supports proper use and knowledge of various techniques</li> <li>• Use of academic language</li> <li>• Artwork supports multiple approaches, and a range of materials and methods, to formulate new directions for art work to influence perceptions and understanding of human experiences.</li> </ul>	<p><b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i></p> <p>Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Application and incorporation of the Elements and Principles of Design.</p> <p>Identify helpful questions to use when determining consequences of decisions.</p> <p>Demonstrating the role of a developing artist. Determine the steps needed to reflect a personal design and determine what culture inspires their work.</p>
(M) Meaning	<ul style="list-style-type: none"> <li>• Students will plan concept-based, personally meaningful artwork and analyze how the world is affected by visual imagery in a variety of local, cultural, and historical contexts.</li> <li>• Artwork that demonstrates a synthesis of skill, technique, personal choice using correct technique.</li> <li>• Artwork demonstrates the appropriate use of the Elements and Principles of Design</li> </ul>	<p>Can independently utilize a decision-making model to provide rationale for a decision.</p> <p>Assess lessons learned from experiences and mistakes.</p> <p>Continue to build upon and strengthen the ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals.</p>
(T) Transfer	<ul style="list-style-type: none"> <li>• Students apply the proper steps in creating design.</li> <li>• Demonstrates the creative process and how it involves their work. Demonstrates the capacity to maintain concentration and stay on task.</li> <li>• Relates subjects to various cultures</li> <li>• Applies trial and error while reflecting and revising Performs in a safe and responsible manner.</li> </ul>	<p>Use creativity, problem solving, and innovation to generate multiple possible solutions when experiencing obstacles.</p> <p>Students and peers will evaluate each other's progress regarding criteria based on trial and error. Collaborate with reflection and revision of each other's work.</p>
(T) Transfer	<ul style="list-style-type: none"> <li>• Works neatly and with focus</li> </ul>	<p>Logging/journaling/sketching progress through each stage of design.</p>

	<ul style="list-style-type: none"> <li>• Understand and be able to demonstrate how to effectively communicate with others in a variety of situations.</li> <li>• Evaluating and describing their own and peers' work accurately, and effectively.</li> <li>• Select artwork for the student art show.</li> <li>• Student/peer rubric</li> <li>• Presentations</li> </ul>	<p>Weighing the decision to present their artwork(s) in a District Wide art show viewed by the school community and the public</p> <p><b>Helpful Link</b>  <a href="#">Performance Task Ideas Based on the Six Facets</a></p> <p>GRASPS  Goal/challenge - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  Role - High school art student Audience - Your target audience is your teacher and our school community.</p> <p>Situation - School community. Art studio.</p> <p>Products and performances generated by students - To develop usable and functional art based on either an idea, emotion, or social issue.</p> <p>Standards/criteria for judging success - Rubrics, Ongoing formative/summative assessments, feedback</p> <p><b><u>Suggested Activities:</u></b>  Students will experiment with fundamental art tools and materials, identify target audiences, and research various advertisements as part of the process of creating and connecting through practice, experimentation, and revision. The goal is to produce original and well-organized artwork that incorporates essential elements and principles.</p> <p>Additionally, students will be introduced to topics such as preparing artwork for display, setting up display panels and tables, creating individual labels and titles for their work, assisting visitors during the art-making process, dismantling the exhibit, storing display materials and equipment, writing about the exhibit, and creating invitations to engage with the community.</p>
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		<p><b>OTHER EVIDENCE:</b></p> <p>Students will show they have achieved Stage 1 goals by...</p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p>
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Stage 3 – Learning Plan		
(M) Meaning	<p><b>Pre-Assessment</b></p> <p>District wide baseline assessments to check prior knowledge</p> <p>Formative assessments</p>	
(A) Acquisition	<p><b>Summary of Key Learning Events and Instruction</b></p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher introduces different possible projects and the processes WHETO</i></li> <li>• <i>Teacher introduces new vocabulary and concepts. WHETO</i></li> <li>• <i>Teacher demonstrates the steps needed to design 2-D or 3-D designs. WHEO</i></li> <li>• <i>Teacher conferences with students to help choose the best design and application for their selected piece. HERT</i></li> </ul>	<p><b>Progress Monitoring</b></p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics • Summative assessments • Direct observation of student work • Specific feedback • One-on-one instruction • Reflections and feedback during discussions and critiques</p>
(M) Meaning	<ul style="list-style-type: none"> <li>• <i>Analyze why art is made and will discuss different cultural approaches and materials used to create art. WHERT</i></li> <li>• <i>Students will synthesize their subject for a studio project according to project requirements. WHERTO</i></li> <li>• <i>Students will compare and contrast a variety of art from different time periods and cultures. WHERT</i></li> </ul>	
(T) Transfer	<ul style="list-style-type: none"> <li>• <i>Students will experience and apply working with new materials. WHET</i></li> <li>• <i>Students will design and execute artwork that integrates interdisciplinary knowledge. WHERTO</i></li> <li>• <i>Coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</i></li> <li>• <i>Students incorporate the use of the Elements and</i></li> </ul>	

(T) Transfer	<p><i>Principles within their design. WHETO</i></p> <ul style="list-style-type: none"> <li>• <i>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</i></li> <li>• <i>Students maintain and safely use tools and equipment. WEO</i></li> <li>• <i>Students apply the appropriate tools and techniques according to project requirements. HERT</i></li> <li>• <i>Students will evaluate their finished project. E</i></li> <li>• <i>Students will self/peer assess work while in progress for further revision. TER</i></li> </ul> <p><b>Helpful Link</b>  <a href="#">WHERE TO: Making Instructional Decisions</a></p> <p><b>Essential Resources:</b>  Each student should be provided with a sufficiently spacious individual workspace, equipped with a desktop computer that has internet access, Adobe Creative Cloud, and a drawing tablet. The classroom must include storage solutions and shelving to securely store technology items. A Smartboard, suitable artist prints, a diverse selection of magazines, and various printed advertisements. Additionally, USB external drives and SD cards should be available.</p> <p>Students will have the opportunity to explore fundamental art tools and materials, including pencils, erasers, rulers, scissors, glue, hot glue and glue guns, a range of markers, colored pencils, sketchbooks, white and colored paper, printer paper, photo paper, both permanent and washable markers, X-Acto knives, adhesives (such as rubber cement, white glue, glue guns, and tape), and more.</p> <p>The use of desktop computers, drawing tablets, and Adobe layout and design software will be integral to learning.</p>	
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	<p><b><u>Resources:</u></b> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: Presenting and Reflecting

Stage 1 Desired Results		
<p><b>NCAS Anchor Standard 3:</b> Refine and complete artistic work. (HS Proficient VA:Cr3.1.1a )</p> <p><b>NCAS Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation (HS Proficient VA:Pr4.1.1a )</p> <p><b>SEL Learning Competency</b> 02 Self Management and Perform/Present/Produce (05 SEL Learning Competency)</p> <p><b>Helpful Links</b> <a href="#">ArtsED SEL Framework</a> <a href="#">CASEL Framework</a></p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress</li> <li>• Analyze, select, and curate artifacts and/or artworks for presentation and preservation</li> <li>• Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation.</li> <li>• Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What role does persistence play in revising, refining, and developing work?</li> <li>• How do artists grow and become accomplished in art forms?</li> <li>• How does collaboratively reflecting on a work help us experience it more completely?</li> <li>• How do artists' processes and skills for managing emotions impact practice/rehearsal/refinement strategies and the quality of th</li> </ul>

<b>Acquisition</b>		
	<b><i>Students will know...</i></b>	<b><i>Students will be skilled at...</i></b>
	<ul style="list-style-type: none"> <li>● Artists develop excellence</li> <li>● designers practice</li> <li>● constructive critique</li> <li>● refining work</li> <li>● various techniques</li> <li>● various methods</li> <li>● various venues</li> <li>● appropriate criteria</li> <li>● preservation of art</li> <li>● presentation of art</li> <li>● performance</li> <li>● production</li> <li>● openness to new ideas</li> <li>● persistence</li> <li>● application of criteria</li> </ul>	<ul style="list-style-type: none"> <li>● revising work</li> <li>● reflecting on work</li> <li>● refining work</li> <li>● developing work</li> <li>● analyzing artwork</li> <li>● curating artwork</li> <li>● selecting artwork</li> <li>● evaluating artwork</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<p>Selecting original work for public display</p> <ul style="list-style-type: none"> <li>• Apply personal choice using academic language</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <p><i>Students will show that they really understand evidence of...</i></p>
(M) Meaning	<ul style="list-style-type: none"> <li>• Reflecting on their artwork through the artistic process and meaning.</li> <li>• Analyze and evaluate works of other artists.</li> </ul>	<p>Accepting the role of a developing artist.</p> <p>Application and incorporation of concepts of the Elements of Art.</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p>
(T) Transfer	<ul style="list-style-type: none"> <li>• Support and curate the gallery process.</li> <li>• Supporting each other to create an attractive display.</li> <li>• Demonstrate the capacity to maintain concentration on a task.</li> <li>• Artwork is done neatly, and with focus.</li> <li>• Demonstrate the creative process and how it involves their work of art</li> <li>• Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.</li> <li>• Understand and be able to demonstrate how to effectively communicate with others in a variety of situations</li> <li>• Evaluating and describing their own and peers' work accurately, and</li> </ul>	<p>Identify one's strengths, and next steps for reinforcing areas of need.</p> <p>Students and peers will evaluate each other regarding required project criteria.</p> <p>Assess lessons learned from experiences and mistakes.</p> <p>Collaboration with reflection and revision of each other's artwork.</p> <p>Logging/journaling/sketching of project progress through the initial concept, execution, and final stages.</p> <p>Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff</p>

(T) Transfer	<p>effectively.</p> <ul style="list-style-type: none"> <li>• Select artwork for the student art show.</li> <li>• Student/peer rubric</li> <li>• Presentations/Display when appropriate during Midterm and Final exams</li> </ul>	<p>GRASPS</p> <p>Goal/challenge - To prepare and participate in a high quality group art exhibit</p> <p>Role for student - High School Student</p> <p>Audience for student work - Teacher, the school community and the New Milford Community</p> <p>Situation - School Community. Art Studio</p> <p>Products and performances generated by student -</p> <p>Standards/criteria for judging success - Rubrics, ongoing formative/summative assessments, feedback</p> <p><b>Suggested Activities:</b></p> <p>Students will experiment with fundamental art tools and materials, identify target audiences, and research various advertisements as part of the process of creating and connecting through practice, experimentation, and revision. The goal is to produce original and well-organized artwork that incorporates essential elements and principles.</p> <p>Additionally, students will be introduced to topics such as preparing artwork for display, setting up display panels and tables, creating individual labels and titles for their work, assisting visitors during the art-making process, dismantling the exhibit, storing display materials and equipment, writing about the exhibit, and creating invitations to engage with the community.</p>
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		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork  Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p>
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### Stage 3-Learning Plan

<b>Code</b>	<b>Pre-Assessment</b>	
(M) Meaning	Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.	
	Teacher will check students' prior knowledge through prior formative assessments. Prior knowledge of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and use of academic vocabulary, as well as hands-on, functional, and digital art through 2-dimensional designs. Excellent craftsmanship will be stressed through formative assessment.	
	<b>Summary of Key Learning Events and Instruction</b> <i>Student success at transfer meaning and acquisition depends on...</i>	<b>Progress Monitoring</b>
(A) Acquisition	<ul style="list-style-type: none"> <li>Teacher conferences with students to help choose their best piece. HERT</li> <li>Criteria requirements for a final assessment is discussed. WHETO</li> <li>Students summarize the use of Elements and Principles of Design, creative process and process of mediums used in their final project. WHETO</li> </ul>	Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of journaling/sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics evaluations •
(M) Meaning	<ul style="list-style-type: none"> <li>Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</li> <li>Teacher will evaluate their finished presentation. E</li> <li>Students will self assess work by journaling/logging/sketching of the process for further revision. WHERE TO</li> </ul>	Summative assessments • Direct observation of student work • Specific feedback • One-on-one instruction
(T) Transfer	<ul style="list-style-type: none"> <li>Students will select and defend their piece(s) for a student art exhibit. WHERE TO</li> <li>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</li> <li>Students maintain and safely use tools and equipment. WEO</li> <li>Students create a proposal for a final project. WHERE TO</li> <li>Teacher coaches students in preparation for and set up display of selected piece(s). WHERE TO</li> </ul>	

**Essential Resources:**

Each student should be provided with a sufficiently spacious individual workspace, equipped with a desktop computer that has internet access, Adobe Creative Cloud, and a drawing tablet. The classroom must include storage solutions and shelving to securely store technology items. A Smartboard, suitable artist prints, a diverse selection of magazines, and various printed advertisements. Additionally, USB external drives and SD cards should be available.

Students will have the opportunity to explore fundamental art tools and materials, including pencils, erasers, rulers, scissors, glue, hot glue and glue guns, a range of markers, colored pencils, sketchbooks, white and colored paper, printer paper, photo paper, both permanent and washable markers, X-Acto knives, adhesives (such as rubber cement, white glue, glue guns, and tape), and more.

The use of desktop computers, drawing tablets, and Adobe layout and design software will be integral to the learning experience.

**Resources:**

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## Unit 4: Mid-Term/Final Assessments

Stage 1-Desired Results		
<p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work <b>(HS Accomplished VA:Cr2.1.IIa)</b></p> <p><b><u>NCAS Anchor Standard 8:</u></b> Interpret intent and meaning in artistic work. <b>(HS Proficient VA:Re8.1.Ia)</b></p> <p><b><u>NCAS Anchor Standard 10:</u></b> Synthesize and relate knowledge and personal experiences to make art. <b>(HS Proficient VA:Cn10.1.Ia)</b></p> <p><b><u>SEL Learning Competency</u></b> 05 Responsible Decision Making 02 Self Management <b>06 SEL Learning Competency</b> <b>17 SEL Learning Competency</b></p> <p><b>Helpful Links</b> <a href="#">ArtsEd SEL Framework</a>  <a href="#">CASEL Framework</a></p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>• Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>• Document the process of developing ideas from early stages to fully elaborated ideas.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Develop, implement and model effective problem solving and critical thinking skills.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</li> <li>• How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> <li>• How does engaging in creating art enrich people's lives?</li> </ul>

	<b>Acquisition</b>	
	<b><i>Students will know...</i></b>	<b><i>Students will be skilled at...</i></b>
	<ul style="list-style-type: none"> <li>● Artists and designers experiment</li> <li>● forms and structures</li> <li>● experiment materials</li> <li>● art concepts</li> <li>● explore media</li> <li>● art-making approaches</li> <li>● gain insights</li> <li>● investigate meanings</li> <li>● investigate artworks</li> <li>● art criticism</li> <li>● art awareness</li> <li>● developing perceptions, knowledge, and experiences</li> </ul>	<ul style="list-style-type: none"> <li>● working effectively</li> <li>● determining effectiveness</li> <li>● using vocabularies</li> <li>● understanding artwork</li> <li>● interpreting artwork</li> <li>● engaging in making art</li> <li>● enriching the art community</li> </ul>

## STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<p><b>Further information:</b></p> <ul style="list-style-type: none"> <li>• Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique</li> <li>• Selects and states proposal of final assessment</li> <li>• Identify one's strengths and areas of improvement</li> <li>• Demonstrates use of appropriate safety techniques and care of materials</li> <li>• Applies appropriate studio behavior.</li> <li>• Artwork supports knowledge of various techniques and proper use of materials and tools</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p>Accepting the role of a developing artist.</p> <p>Application and incorporation of concepts of the Elements of Art.</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p>
(M) Meaning	<ul style="list-style-type: none"> <li>• Summarizes their artwork through the creative process</li> <li>• Evaluating and describing their own work accurately, and effectively</li> <li>• Student constructs initial proposal of final project</li> <li>• Artwork demonstrates the appropriate use of the Elements and/or Principles of Design</li> </ul>	<p>Identify one's strengths, and next steps for reinforcing areas of need. Students and peers will evaluate each other regarding required project criteria.</p> <p>Assess lessons learned from experiences and mistakes.</p> <p>Collaboration with reflection and revision of each other's artwork.</p> <p>Logging/journaling/sketching of project progress through the initial concept, execution, and final stages.</p>
(T) Transfer	<ul style="list-style-type: none"> <li>• Students demonstrate the appropriate steps in the artmaking processes</li> </ul>	<p>Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</p>

(T) Transfer	<ul style="list-style-type: none"> <li>• Defend their creative process and how it involves their work of art</li> <li>• Demonstrates trial and error with medium</li> <li>• Use of academic language.</li> <li>• Student/peer rubric</li> <li>• Presentations/Display when appropriate during Midterm and Final exams</li> </ul>	<p>GRASPS</p> <p>Goal/challenge - To prepare and participate in a high quality group art exhibit</p> <p>Role for student - High School Student</p> <p>Audience for student work - Teacher, the school community and the New Milford Community</p> <p>Situation - School Community. Art Studio</p> <p>Products and performances generated by student</p> <p>Standards/criteria for judging success - Rubrics, ongoing formative/summative assessments, feedback</p> <p><b>Suggested Activities:</b></p> <p>Various aspects of preparing artwork for exhibition will include the arrangement of display panels and tables, the creation of individual labels and titles for the pieces, and providing support to visitors as well as during the art-making process. Additionally, it involves assisting with the dismantling of the exhibit and the storage of display materials and equipment, writing about the exhibition, designing invitations, and engaging with the community's responses.</p>
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		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i>  Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p>
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Stage 3-Learning Plan		
Code	Pre-Assessment	
(M) Meaning	Teacher will check students' prior knowledge with the District-Wide Baseline Assessment. Teacher will check students' prior knowledge through prior formative assessments. Prior knowledge of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and use of academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and/or 3-dimensional designs. Excellent craftsmanship will be stressed through formative assessment.	
	<b>Summary of Key Learning Events and Instruction</b> <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>• Teacher conferences with students to help choose their best piece. HERT</li> <li>• Criteria requirements for a final assessment is discussed. WHETO</li> <li>• Students summarize the use of Elements and Principles of Design, creative process and process of mediums used in their final project. WHETO</li> <li>• Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</li> <li>• Teacher will evaluate their finished presentation. E Students will self assess work by journaling/logging/sketching of the process for further revision. WHERE TO</li> <li>• Students will select and defend their piece(s) for a student art exhibit. WHERE TO</li> <li>• Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</li> <li>• Students maintain and safely use tools and equipment. WEO</li> <li>• Students create a proposal for a final project. WHERE TO</li> <li>• Teacher coaches students in preparation for and set up display of selected piece(s). WHERE TO</li> </ul>	<b>Progress Monitoring</b>  Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of journaling/sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics evaluations •  Summative assessments • Direct observation of student work • Specific feedback • One-on-one instruction
(A)Acquisition		
(M) Meaning		
(T) Transfer		
(M) Meaning		



**Helpful Link**

[WHERE TO: Making Instructional Decisions](#)

**Essential Resources:**

Each student should be provided with a sufficiently spacious individual workspace, equipped with a desktop computer that has internet access, Adobe Creative Cloud, and a drawing tablet. The classroom must include storage solutions and shelving to securely store technology items. A Smartboard, suitable artist prints, a diverse selection of magazines, and various printed advertisements. Additionally, USB external drives and SD cards should be available.

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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Portfolio

April 2025

## **New Milford Board of Education**

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## **Assistant Superintendent**

Mrs. Holly Hollander

## **Authors of Course Guide**

Kristi Soucie

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Portfolio

### Grade Levels 10-12

This class is dedicated for advanced art students. Emphasis will be on building technical skill and personal expression. Projects will include portraiture and still life, among others from observation, which are often required in college application portfolios. Students have the opportunity to choose the materials and techniques that support their personal style. **The prerequisites for this course are Design Foundations 1 and Design Foundations 2.**

This is a semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

# NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing  
Presenting  
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

The Vision of the Graduate articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/ SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

Many lessons in Portfolio connect with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. They will analyze the form, function, content and context of various artworks.

Creativity - Within each unit students will have the opportunity to apply original ideas in the creation of an artwork allowing them to visually communicate with others.

Self Management - Students will set personal goals for each unit based on personal experience and preferences. They will need to employ the skills of self-advocacy, time-management, preparation, and organization in order to achieve these goals.

## Pacing Guide

Unit Title	Days	Pages
1. Elements of Style	10 days	pages 9-14
2. Mark making and Concept	10 days	pages 15-20
3. Form and Depth	10 days	pages 21-26
4. 2D Design	10 days	pages 27-32
5. Concentration	Ongoing	pages 33-38



## Unit 1: ELEMENTS OF STYLE

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work. <b>(VA:Cr2.1.HSII.a)</b></p> <p><b><u>NCAS Anchor Standard 1:</u></b> Generate and conceptualize artistic ideas and work. <b>(VA:Cr1.1.HSII.a)</b></p> <p><b><u>SELArts Competency:</u></b> 06 Self Management and Producing: Recognize the skills needed to establish and achieve personal and educational goals <b>(06 Self Management and Producing)</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>• Individually or collaboratively formulate new creative problems based on the student's existing artwork.</li> <li>• Define a measurable personal goal that reflects an area of improvement or development they want to pursue.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p>
	<ul style="list-style-type: none"> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists develop strategies for managing behaviors, and recognize and develop skills necessary to achieve goals.</li> <li>• Artists persevere to overcome barriers in order to perform/present/produce</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• How do strategies for self-management contribute to the process of preparing for presentation/performance/production?</li> </ul>

	refined artistic works that convey meaning.	
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• various artistic ideas and work</li> <li>• skills needed to establish and achieve personal and educational goals</li> <li>• skills and knowledge in a chosen art form.</li> <li>• ideas for new creative problems</li> <li>• A measurable personal goal</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• generating and conceptualizing artistic ideas and work.</li> <li>• recognizing the skills needed to achieve goals</li> <li>• demonstrating acquisition of skills and knowledge in a chosen art form.</li> <li>• formulating new creative problems</li> <li>• defining a measurable personal goal</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> <li>properly identifies 4 artworks in this chosen style by title, artist, and date.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>evaluating their likes and dislikes while viewing a variety of images.</li> <li>considering and researching a chosen style by using a variety of cited sources such as the Internet, the school library collection, the town library collection and the art department collection as well as personal art books.</li> <li>describing the elements of design used in the style of their choosing.</li> <li>evaluating the qualities of various materials and relating these qualities to the stylistic qualities of the style chosen.</li> <li>creating an artwork with a landscape or portrait as the subject that has similar visual characteristics of the style chosen.</li> <li>solving problems in order to refine and complete the project on time with a high level of craftsmanship and ambition while following the given criteria.</li> <li>critiquing personal and peer artwork</li> </ul> <p>SUGGESTED ACTIVITIES:            Drawings, paintings, and collages using a variety of materials and techniques of a landscape or portrait in the style of a traditional or contemporary artist.</p>
Acquisition Meaning	<ul style="list-style-type: none"> <li>accurately cites information</li> <li>clearly summarizes art style using elements and principles of design</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates personal goals for the artwork based on the elements of style</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>manipulates the elements of design in personal artwork to represent an image in the same art historical style as the one studied</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>skillfully and expressively applies previously learned art techniques</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>accurately describes the visual characteristics of personal artwork while emphasizing how this relates to the chosen style</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>actively listens to presentations by peers</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>produces an artwork with a high level of craftsmanship and ambition following the given criteria for the chosen art style</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>chosen material enhances the qualities of this style</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>accurately describes personal strengths and weaknesses evident in the final piece based on the given set of criteria</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>manages time well to finish the project by the deadline</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Preliminary sketches</p> <p>List of artist works</p> <p>Description of style</p> <p>List of goals</p> <p>Completed artwork</p> <p>Class discussion</p> <p>Self evaluation</p> <p>Digital photograph of personal artwork</p>
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### Stage 3

#### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> <ul style="list-style-type: none"> <li>Teacher evaluation of individual student's skill level based on previous art courses taken</li> </ul>	
Acquisition  Acquisition  Acquisition Meaning  Acquisition  Meaning  Meaning  Meaning  Meaning	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>Teacher presents artwork by various traditional and contemporary artists and art styles</li> <li>Student chooses an art style that interests them by researching various artists</li> <li>Teacher identifies and previews official museum and art sites</li> <li>Student researches a chosen style by using a variety of cited sources</li> <li>Teacher leads a discussion about the elements and principles of design as they are used in visual art</li> <li>Student completes a written worksheet regarding the visual characteristics of this style</li> <li>Student creates thumbnail sketches in order to plan the composition of the final drawing</li> <li>Student creates color sketches with a variety of materials in order to decide on a medium appropriate to the subject and style</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>Feedback from the teacher by formative assessment</li> <li>Return and review homework</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Review of journals/sketchbooks</li> </ul>

Acquisition	<ul style="list-style-type: none"> <li>Teacher evaluates progress and aids students in writing personal goals</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>Students participate in a class discussion regarding techniques for creating unity, emphasis and strong compositions.</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>Student produces completed artwork in the style chosen</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Students will collaboratively reflect on learning through their project based rubric and end goal.</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Student documents artwork with a high quality digital photograph</li> </ul> <p><u>Resources:</u>            Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.</p> <p>Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.</p> <p>Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.</p>	

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## Unit 2: MARK MAKING AND CONCEPT

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work. <b>(VA:Cr2.1.HSI.a)</b></p> <p><b><u>SELArts Competency:</u></b> 17 Responsible decision making and responding: Develop, implement and model effective problem solving and critical thinking skills</p>	<p>• <b><i>Transfer</i></b></p>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Engage in making a work of art or design without having a preconceived plan.</li> <li>Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.</li> </ul>	
	<p><b><i>Meaning</i></b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>How does responding to an artistic work develop the capacity to evaluate and think critically?</li> </ul>



	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• various artistic ideas and work</li> <li>• problem solving and critical thinking skills</li> <li>• alternative resolutions</li> </ul>	<ul style="list-style-type: none"> <li>• organizing and developing artistic ideas and work</li> <li>• developing, implementing and modeling effective skills</li> <li>• engaging in making a work of art</li> <li>• demonstrating decision-making, by identifying, gathering, and assessing</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"><li>● applies knowledge of layout and design techniques to create a strong composition</li><li>● creates a variety of textures and values using the chosen material</li><li>● expressively manipulates the elements of design in order to convey a meaning other than the content of the piece</li><li>● depicts the illusion of three-dimensional space and form</li><li>● demonstrates integrity and responsibility by producing a work independently and on time with a high level of ambition, originality, and craftsmanship</li><li>● actively participates in class discussions</li><li>● cataloguing and photographing of work</li></ul>	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <ul style="list-style-type: none"><li>● evaluating the qualities of materials and relates them to the qualities of their particular concept</li><li>● comparing the difference between the subject (concept or meaning) of an artwork and its content (objects contained in the image)</li><li>● analyzing artwork by various professional artists</li><li>● making meaning of non-objective paintings</li><li>● deciding on techniques for creating a variety of textures and values</li><li>● designing a composition for the final piece by doing small sketches in a chosen material</li><li>● discerning the concept of each of the works done by peers during a class critique</li><li>● creating unity within the artwork by consistently using similar elements and techniques</li><li>● creating the illusion of three-dimensional form created by shading and directional stroke</li><li>● illustrating depth by overlapping, contrast, shadow and texture</li><li>● creating movement throughout the image due to the use of repetitive shape, color and (implied) lines</li><li>● demonstrating respect by adhering to school procedures and expectations while in the classroom</li><li>● demonstrating responsibility for the proper use and care of the studio, tools and materials</li></ul>
Acquisition		
Meaning		
Acquisition		
Transfer		
Meaning		
Acquisition		
		Suggested Activities:

		<p>Viewing, investigating and discussing artwork by traditional artists such as Vincent VanGogh, Hans Hofmann, Wassily Kandinsky, Helen Frankenthaler, Richard Diebenkorn and more.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Scott Hunter, Gerhard Richter, Julie Mehretu and more.</p> <p>Creating an abstract drawing, painting, or collage using a variety of materials and techniques that have a strong concept and mark making which may be non-representational.</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Experimental sketches  Completed artwork  Self evaluation  Class discussion  Digital photograph of personal artwork</p>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Teacher evaluation of individual student's skill level based on previous art courses taken and previous completed projects.	
Acquisition Meaning Acquisition Meaning Acquisition Transfer Transfer Meaning Acquisition	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents artwork by various traditional and contemporary artists and art styles</li> <li>Student experiments with a variety of materials and mark making techniques</li> <li>Student decides on a plan of action</li> <li>Students participate in a peer critique</li> <li>Student decides on a concept to develop within the artwork</li> <li>Students will participate in a peer critique.</li> <li>Student revises and refines artwork based on the elements and principles of design and the emerging concept</li> <li>Student self evaluates personal artwork</li> <li>Student documents artwork with a high quality digital photograph</li> </ul> <p><u>Resources:</u>            Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Feedback from the teacher by formative assessment</li> <li>Return and review homework</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Review of journals/sketchbooks</li> </ul>

	<p>desks or tables, storage, spot lights, scissors, and mat cutter</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.</p> <p>Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.</p> <p>Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: FORM AND DEPTH

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>NCAS Anchor Standard 3:</u></b> Refine and complete artistic work. <b>(VA:Cr3.1.HSII.a)</b></p> <p><b><u>SELArts Competency:</u></b> 07 Self management and creating: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p>	<p><b><i>Transfer</i></b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</li> <li>Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals</li> </ul>	
	<p><b><i>Meaning</i></b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> <li>How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• barriers to one's goals</li> <li>• personal artistic vision</li> <li>• strategies that will make use of available resources</li> </ul>	<ul style="list-style-type: none"> <li>• identifying and applying ways to persevere</li> <li>• engaging in constructive critique</li> <li>• reflecting on, re-engaging, revising and refining works of art and design</li> <li>• building upon and strengthening ability to identify strategies</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> <li>uses a subject that includes at least three objects sitting on a surface which are enclosed within the corner of a room, a cabinet, a drawer, a closet or other confining object.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>using the elements of design in a similar way throughout the drawing in order to create unity and a high level of craftsmanship.</li> <li>deciding on a challenging viewpoint and material.</li> <li>demonstrating perseverance by completing the project on time, practicing new skills and using time outside of class.</li> <li>using problem solving skills in order to create an original, expressive and ambitious piece that is completed on time.</li> <li>creating a strong composition through cropping the image</li> <li>using measuring techniques such as sighting, diagrammatic lines and general shape relationships. To create accurate proportions.</li> <li>using linear perspective, aerial perspective, contour overlap and/or value changes in order to depict form and depth</li> <li>creating unity by developing various areas of the artwork uniformly</li> <li>recognizing personal strengths and weaknesses in order to improve skills.</li> <li>exhibiting responsibility for gathering and cleaning up their own materials and workspace.</li> <li>using technology to preserve digital images of artwork.</li> <li>demonstrating tolerance and respect for individual differences in style and skill level.</li> <li>exhibiting responsible behaviors using communication, goal-setting and decision-making skills.</li> </ul>
Transfer	<ul style="list-style-type: none"> <li>uses the elements and principles of design in order to create a strong composition.</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>uses the elements of design to create one point of focus for the viewer.</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>accurately uses linear perspective and aerial perspective to create the illusion of depth</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>uses visual measuring techniques, value changes, foreshortening and/or contour overlap in order to accurately depict the proportion and form of objects from observation</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>manipulates the elements of design in order to create a sense of unity and a high level of craftsmanship</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>takes a high quality photograph of the artwork</li> </ul>	



		<p><b>SUGGESTED ACTIVITIES:</b></p> <p>Viewing, investigating and discussing artwork by previous art students.</p> <p>Drawings and paintings using a variety of materials and techniques which may include still lifes, bikes, figures, interior spaces or architecture.</p>
		<p><b>OTHER EVIDENCE:</b></p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Preliminary sketches Written statements Digital portfolio</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Teacher evaluation of individual student’s skill level based on previous art courses taken, art projects created and inquiries.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Meaning	<ul style="list-style-type: none"><li>Teacher presents artwork by various traditional and contemporary artists and leads a discussion relating to the form and depth in the artworks.</li></ul>	<ul style="list-style-type: none"><li>Feedback from the teacher by formative assessment</li><li>Return and review homework</li><li>Direct observation</li><li>Specific feedback</li><li>One-on-one instruction</li><li>Review of journals/sketchbooks</li></ul>
Acquisition	<ul style="list-style-type: none"><li>Teacher demonstration of measuring and linear perspective techniques</li></ul>	
Transfer	<ul style="list-style-type: none"><li>Student practices measuring and linear perspective techniques</li></ul>	
Meaning	<ul style="list-style-type: none"><li>Students set up still life if needed</li><li>Students choose viewpoint by creating thumbnail sketches in various compositions from observation</li></ul>	
Meaning		
Meaning	<ul style="list-style-type: none"><li>Students experiment with materials</li><li>Students create an original drawing or painting</li><li>Students participate in a class critique</li><li>Students complete a self evaluation of their finished artwork</li></ul>	
Transfer		
Meaning	<ul style="list-style-type: none"><li>Students sign artwork, photograph artwork and properly store artwork</li></ul>	
	<u>Resources:</u> Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter	

	<p>Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.</p> <p>Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.</p> <p>Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: 2D DESIGN

## Stage 1 Desired Results

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b>  <b><u>NCAS Anchor Standard 7:</u></b> Perceive and analyze artistic work. <b>(VA:Re.7.2.HSII.a)</b>  <b><u>SELArts Competency:</u></b> 18 Responsible Decision making and Creating: Identify the consequences associated with one's actions in order to make constructive choices	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</li> <li>Can independently utilize a decision-making model to provide rationale for a decision.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Visual imagery influences understanding of and responses to the world.</li> <li>Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> <li>How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>various artistic works</li> <li>consequences associated with one's actions</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>perceiving and analyzing artistic work</li> <li>identifying the consequences associated with one's actions</li> </ul>

	<ul style="list-style-type: none"> <li>• ideas, feelings, and behaviors of specific audiences</li> <li>• decision-making model</li> <li>• rationale for a decision</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating the effectiveness of an image to influence ideas, feelings, and behaviors</li> <li>• utilizing a decision-making model</li> <li>• providing a rationale for a decision</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer	<ul style="list-style-type: none"> <li>relates the choice of materials to the desired expression of the piece</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>understanding and applying a wide variety of elements and principles of design to the creation and description of artwork.</li> <li>applying reasoning skills to infer the content and theme of a piece of artwork based on the visual characteristics of that piece.</li> <li>creating a strong composition by applying knowledge of layout and design.</li> <li>becoming familiar with 2D design in artworks done by famous artists</li> <li>evaluating their own work based on the criteria set forth by the teacher and deciding on ways to improve it</li> <li>demonstrating problem solving skills in order to persevere</li> <li>demonstrating respect and responsibility in the handling of materials</li> <li>demonstrating sensitivity toward another's style, skill level and personal expression during a class critique</li> </ul> <p>SUGGESTED ACTIVITIES:            Multimedia collage            Symbolic Self Portrait            Jim Dine inspired tools or plants</p>
Meaning	<ul style="list-style-type: none"> <li>manipulates the elements of design in order to create a clear original and expressive subject</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>demonstrates a high level of craftsmanship</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>demonstrates a high level of ambition</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>demonstrates skill in the use of technology to preserve the image digitally in a high quality photograph</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates a strong composition</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates a unified expression</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates a clear eye path using visual movement</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>uses enough variety to create interest</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>demonstrates active listening skills during class critiques and discussions</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>takes a high quality photograph of the artwork</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Preliminary sketches Written statements Digital portfolio</p>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Teacher evaluation of individual student's skill level based on previous art courses taken, art projects created and inquiries.	
Acquisition  Meaning  Transfer  Meaning  Meaning  Meaning  Meaning	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>Teacher will present artwork by traditional and contemporary artists that demonstrate strong 2D design skills.</li> <li>Students will participate in a class discussion analyzing the elements of design and content of the pieces.</li> <li>Students will create preliminary sketches of the design and content of their own artwork.</li> <li>Students will experiment with materials.</li> <li>Students will create a personal work of art utilizing strong 2D design skills.</li> <li>Students will participate in a peer critique.</li> <li>Students will photograph personal artwork and add it to their digital portfolio.</li> </ul> <u>Resources:</u> Artroom with equipment and tools including but not limited to Smartboard, computer with	Progress Monitoring <ul style="list-style-type: none"> <li>Feedback from the teacher by formative assessment</li> <li>Return and review homework</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> <li>Review of journals/sketchbooks</li> </ul>



	<p>internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.</p> <p>Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.</p> <p>Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 5: CONCENTRATION

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work. (VA:Cr2.1.HSIII.a)</p> <p><b><u>NCAS Anchor Standard 4:</u></b> Analyze, interpret, and select artistic work for presentation. (VA:Pr4.1.HSII.a)</p> <p><b><u>SELArts Competency:</u></b> 04 Self Awareness and Creating: Recognize the importance of self-confidence in handling daily tasks and challenges</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>Refinement of artistic work is an iterative process that takes time,</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</li> <li>How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</li> </ul>

	discipline, self-confidence, and collaboration.	
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• various artistic ideas and work.</li> <li>• personal artistic work</li> <li>• personal daily tasks and challenges</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• organizing and developing artistic ideas</li> <li>• analyzing, interpreting, and selecting artistic work</li> <li>• recognizing the importance of self-confidence</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer	<ul style="list-style-type: none"> <li>• completes at least four finished artworks.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>• managing time to produce artwork outside of class</li> <li>• relating personal goals to artwork</li> <li>• applying skills and concepts used in class</li> <li>• using imagination to create unique artwork</li> </ul> <p>SUGGESTED ACTIVITIES:            Producing a body of work with a common concept.            Digital presentation displaying and describing personal artwork.</p>
Transfer	<ul style="list-style-type: none"> <li>• completes an ambitious portfolio of artwork representing ten hours of work</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>• exhibits an understanding and strong use of the elements and principles of design.</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>• demonstrates technical proficiency in use of materials as well as design and drawing skills</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>• demonstrates a high level of craftsmanship</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>• uses of elements in order to clearly express a particular mood, theme or concept</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>• explores a related underlying concept in the four final pieces</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>• takes strong photographs of each piece and uploads them to a digital viewing format.</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>• labels each image correctly with title, material, and dimensions</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Preliminary sketches Written statements Digital portfolio</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Teacher evaluation of individual student's skill level based on previous art courses taken, art projects created and inquiries.	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents artwork by various traditional and contemporary artists as well as former student for viewing and discussing</li> <li>Student creates preliminary studies</li> <li>Student experiments with materials</li> <li>Student creates finished artwork outside of class time</li> <li>Class critique of current artwork</li> <li>Student completes more artwork outside of class time</li> <li>Teacher evaluates artwork and provides individual feedback</li> <li>Student completes more artwork outside of class time</li> <li>Student completes a self evaluation and artist statement of the finished artwork.</li> <li>Student signs artwork</li> <li>Student photographs artwork</li> <li>Student properly labels digital files</li> <li>Student stores artwork</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Feedback from the teacher by formative assessment</li> <li>Return and review homework</li> <li>Direct observation</li> <li>Specific feedback</li> <li>Review of journals/sketchbooks</li> </ul>

	<p><u>Resources:</u></p> <p>Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.</p> <p>Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.</p> <p>Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Sculpture

April 2025



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## **Authors of Course Guide**

Kristi Soucie

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Sculpture

### Grade Levels 10-12

This course is an introduction to three dimensional design. Additive and subtractive methods will be taught. The elements and principles of design are learned and discussed through the study of sculptors from many different time periods and cultures. Slides, books, videos and other reproductions are used during the classroom discussions.

**There is no prerequisite for this course.**

This is a semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

# NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing  
Presenting  
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

The Vision of the Graduate articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/ SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

Many lessons in Sculpture connect with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. They will analyze the form, function, content and context of various artworks. Relating these artistic ideas with the societal, cultural and historical context will deepen their understanding of art and the world around them.

Creativity - Within each unit students will have the opportunity to apply original ideas in the creation of an artwork allowing them to visually communicate with others.

Social Awareness- By looking at art from various cultures, eras and genres, students will increase their ability to understand, accept and respect each others' differences.

## Pacing Guide

Unit Title	Days	Pages
1. Movement and Space	7 days	pages 9-14
2. Proportion and Balance	5 days	pages 15-19
3. Depth and Pattern	7 days	pages 20-25
4. Line and Contour	7 days	pages 26-31
5. Form and Unity	15 days	pages 32-37

The Sculpture curriculum focuses on thematic groupings based on the Elements and Principles of Design. They encompass a variety of art materials, techniques, styles and cultures. Teachers are encouraged to adapt the framework to their own and their students' diverse needs and interests; there are many different ways to organize and present a successful Sculpture course.

# Unit 1: MOVEMENT AND SPACE

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b><u>NCAS Anchor Standard 8:</u></b> Interpret intent and meaning in artistic work. <b>(HS Proficient VA:Re8.1.1a)</b></p> <p><b><u>SELarts Competency:</u></b> 08 HS Social awareness and connecting: Recognize and identify the thoughts, feelings and perspectives of others. <b>(08 Social awareness and connecting)</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>• Differentiate between the factual and emotional content of what a person presents.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> <li>• How does engaging in the arts help one identify their own thoughts, feelings and the perspectives of others?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Various intents and meanings in artistic work</li> <li>• thoughts, feelings and perspectives of others</li> <li>• evidence found in select artwork</li> <li>• factual and emotional content in various artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting intent and meaning</li> <li>• Recognizing and identifying thoughts, feelings, perspectives of others.</li> <li>• Interpreting artwork</li> <li>• Differentiating between factual and emotional content</li> </ul>



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Meaning	<ul style="list-style-type: none"> <li>clearly defines open and closed areas of space</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Associating what they perceive in a work with their own experiences, affecting their interpretation of artwork</li> <li>Examining fundamental visual components of a work of art</li> <li>Constructing two separate 3 dimensional forms</li> <li>expressing a mutual relationship between two forms via proximity, and gesture.</li> <li>Abstracting two forms to the same degree</li> <li>Creating texture for unity and/ or contrast.</li> <li>Solved problems in the construction and design of the artwork</li> <li>Produced an artwork that was challenging</li> <li>Demonstrated on task behavior</li> <li>Considered the factual and emotional content of various artwork</li> <li>Modeled responsible and respectful behavior by properly cleaning tools and studio space</li> </ul> <p><b>SUGGESTED ACTIVITIES:</b>  Viewing, investigating and discussing artwork by traditional artists such as Henry Moore, Jacques Lipchitz and Constantin Brancusi.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Joy Brown and Lloyd Lillie.</p> <p>Creating two adjacent forms that interact through gesture and proximity such as clay figures or nylon and wire non-objective forms.</p>
Meaning	<ul style="list-style-type: none"> <li>uses the proximity of two forms in order to clearly relate them to each other</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>uses the gesture of two forms in order to clearly relate it to the other</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>creates a strong and stable armature</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>uses proper tools and techniques to create three-dimensional forms</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>thoroughly describes the factual and emotional relationship between two forms</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>uses texture on the surface of each form consistently or uses contrast for a specific effect</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>abstracts the forms in the same style and to the same degree</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>insightfully comments and uses appropriate terminology</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>listens attentively when others present materials and perspectives</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Self evaluation  Class discussion  Tools and materials quiz  Direct observation  Digital documentation</p>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Teacher evaluation of individual student’s skill level based on previous art courses taken, <u>art projects created and inquiries.</u>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Meaning	<ul style="list-style-type: none"><li>Teacher will present artwork by traditional artists as well as diverse contemporary and/or local artists for viewing and discussion.</li><li>Teacher will demonstrate tools and techniques.</li><li>Students will experiment with tools and materials.</li><li>Students will take a written quiz identifying the name and characteristics of a specific artist, and names of tools.</li><li>Students will create a sculpture in the round of two adjacent forms that interact through gesture and proximity.</li><li>Teacher will provide one-on-one instruction and feedback to individual students.</li><li>Students will participate in a peer critique.</li><li>Students will problem solve in order to improve the expressive and structural aspects of the sculpture.</li><li>Students will self evaluate in written</li></ul>	<ul style="list-style-type: none"><li>Students will get feedback from the teacher via formative assessment.</li><li>Return and review homework.</li><li>Evaluate student’s written and visual documentation.</li><li>Direct observation.</li><li>One-on-one instruction.</li></ul>
Acquisition		
Acquisition		
Acquisition		
Meaning		
Transfer		
Meaning		
Meaning		
Acquisition		

	<p>form.</p> <ul style="list-style-type: none"> <li>Students will digitally document personal artwork.</li> </ul> <p><u>Resources:</u></p> <p>Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter.</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, and colored pencils.</p> <p>Various substrates including white paper, charcoal paper, tissue paper, newsprint paper, cardboard, mat board.</p> <p>Various adhesives including but not limited to sequin pins, white glue, household cement, and hot glue with glue guns.</p> <p>Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), tooling foil, wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, chisels, craft scissors and rasps.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: PROPORTION AND BALANCE

### Stage 1 Desired Results

#### ESTABLISHED GOALS

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#### **NCAS Anchor Standard 2:**

Organize and develop artistic ideas and work.

**(HS Proficient VA:Cr2.1.1a)**

#### **SELArts Competency:**

17 Responsible Decision

Making and Connecting:

Develop, implement and model effective problem solving and critical thinking skills

**(17 Responsible Decision Making and Connecting)**

#### *Transfer*

*Students will be able to independently use their learning to...*

- Engage in making a work of art or design without having a preconceived plan.
- Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.

#### *Meaning*

#### UNDERSTANDINGS

*Students will understand that...*

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Knowledge and personal experiences in the arts can be used to implement and model effective problem solving and critical thinking skills.

#### ESSENTIAL QUESTIONS

*Students will keep considering...*

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How does engagement in, and the analysis of, the arts develop problem solving and critical thinking skills?

#### *Acquisition*

*Students will know...*

*Students will be skilled at...*

	<ul style="list-style-type: none"> <li>• Various artistic ideas</li> <li>• effective problem solving and critical thinking skills</li> <li>• Various alternative resolutions</li> </ul>	<ul style="list-style-type: none"> <li>• Developing, implementing and modeling skills</li> <li>• making art</li> <li>• demonstrating decision-making</li> <li>• Identifying a decision</li> <li>• gathering information</li> <li>• assessing resolutions</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer Transfer	<ul style="list-style-type: none"> <li>creates asymmetrical balance</li> <li>relates separate parts of a sculpture through repeated proportions</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>constructing an additive sculpture</li> <li>considering the elements of form and proportion when selecting components</li> <li>analyzing the visual or actual weight of components in a sculpture</li> <li>experimenting with, revising and replacing components</li> <li>creating asymmetrical balance</li> </ul> <p><b>SUGGESTED ACTIVITIES:</b> Viewing, investigating and discussing artwork by traditional artists such as Louise Nevelson, Alexander Calder and Frank LLOYD Wright.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Diane L. Wright.</p> <p>Creating a sculpture that has asymmetrical balance such as mobiles, assemblage or balsa wood structures.</p>
Transfer Acquisition	<ul style="list-style-type: none"> <li>uses proper tools and techniques</li> <li>defines asymmetrical and symmetrical balance</li> </ul>	
Acquisition Acquisition	<ul style="list-style-type: none"> <li>defines additive sculpture</li> <li>identifies the name and describes the proper use of sculpture tools and adhesives</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>completes a thorough self evaluation</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>identifies the name and characteristics of artwork by a particular artist studied</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Self evaluation  Class discussion  Tools and materials quiz  Direct observation  Sketches  Classroom discussion  Digital documentation</p>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
	Teacher evaluation of individual student's skill level based on previous art courses taken, art projects created and inquiries.	
<p>Meaning</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Meaning</p> <p>Meaning</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students will view and analyze the elements that create balance in various sculptures.</li> <li>Teacher will demonstrate the proper technique for cutting and adhering components of the additive sculpture.</li> <li>Students will discover similarities in proportion within possible components of the sculpture through experimentation.</li> <li>Students will participate in a peer critique.</li> <li>Students will create a sculpture that exhibits asymmetrical balance.</li> <li>Students will take a written quiz identifying the name and characteristics of a specific artist, and names of tools.</li> <li>Students will self evaluate in written form.</li> <li>Students will digitally document personal artwork.</li> </ul> <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will get feedback from the teacher via formative assessment.</li> <li>Return and review homework.</li> <li>Evaluate student's written and visual documentation.</li> <li>Direct observation.</li> <li>One-on-one instruction.</li> </ul>

	<p>Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter.</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, and colored pencils.</p> <p>Various substrates including white paper, charcoal paper, tissue paper, newsprint paper, cardboard, mat board.</p> <p>Various adhesives including but not limited to sequin pins, white glue, household cement, and hot glue with glue guns.</p> <p>Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), tooling foil, wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, chisels, craft scissors and rasps.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## UNIT 3: DEPTH AND PATTERN

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>NCAS Anchor Standard 10:</u></b> Synthesize and relate knowledge and personal experiences to make art. <b>(HS Proficient VA:Cn10.1.1a)</b></p> <p><b><u>SELArts Competency:</u></b> 01 Self awareness and connecting: Recognize one's feelings and thoughts <b>(01 Self Awareness and Connecting)</b></p>	<p style="text-align: center;"><b><i>Transfer</i></b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Document the process of developing ideas from early stages to fully elaborated ideas.</li> <li>• Analyze how one's own thoughts and emotions affect decision making and responsible behavior.</li> </ul>	
	<p style="text-align: center;"><b><i>Meaning</i></b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> <li>• How does one's feelings and thoughts connect to artistic works?</li> <li>• How does one's behavior connect one's feelings and thoughts to artistic works?</li> </ul>

	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• the process of developing ideas</li> <li>• their own thoughts and emotions</li> <li>• responsible behavior</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Synthesizing and relating knowledge and experiences</li> <li>• Recognizing feelings and thoughts</li> <li>• Documenting and developing ideas</li> <li>• Analyzing and making decisions</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> <li>creates unity through elements of design such as color, and shape</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>making meaning of symbolism in an artwork.</li> <li>producing a sketch of an original idea</li> <li>relating subject matter in artwork to personal experiences</li> <li>reflecting on personal experiences</li> <li>expressing emotion through symbolism or exaggeration</li> <li>creating depth in a relief sculpture with at least 3 levels of relief</li> </ul> <p>SUGGESTED ACTIVITIES:            Viewing, investigating and discussing artwork by traditional artwork such as African masks, Roman decorative relief, and Hispanic milagros.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as German beeswax ornaments.</p> <p>Creating a relief sculpture such as a milagro using tooling foil, an African mask using mat board, geometric masks using various types of cardboard, a landscape using wax.</p>
Acquisition	<ul style="list-style-type: none"> <li>creates emphasis by using pattern and actual or implied texture</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates convex forms</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>uses proper tools and techniques to create relief</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>the definition of relief sculpture</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>the name and proper use of tools</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>uses exaggeration or symbolism to relate emotion or meaning to the piece</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>completes a thorough self evaluation</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>identifies the name and characteristics of artwork by a particular artist studied</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>takes a high quality photograph of personal artwork</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Self evaluation Class discussion Direct observation Sketches Digital documentation</p>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Teacher evaluation of individual student's skill level based on previous art courses taken, art projects created and inquiries.	
Meaning  Transfer  Acquisition  Transfer  Acquisition  Meaning  Meaning  Transfer  Transfer	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>Teacher will present artwork by various artists for viewing and discussion.</li> <li>Students will create sketches to generate ideas.</li> <li>Teacher will demonstrate the proper use of tools and techniques.</li> <li>Students will experiment with the tools and materials.</li> <li>Students will create a relief sculpture using either the additive, subtractive or embossing technique.</li> <li>Students will participate in a peer critique.</li> <li>Students will use the materials to create patterns and actual or implied texture.</li> <li>Teacher will provide one-on-one instruction and feedback to individual students.</li> <li>Students will self evaluate in written form.</li> <li>Students will digitally document personal artwork.</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>Students will get feedback from the teacher via formative assessment.</li> <li>Return and review homework.</li> <li>Evaluate student's written and visual documentation.</li> <li>Direct observation.</li> <li>One-on-one instruction.</li> </ul>

	<p><u>Resources:</u></p> <p>Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter.</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, and colored pencils.</p> <p>Various substrates including white paper, charcoal paper, tissue paper, newsprint paper, cardboard, mat board.</p> <p>Various adhesives including but not limited to sequin pins, white glue, household cement, and hot glue with glue guns.</p> <p>Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), tooling foil, wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, chisels, craft scissors and rasps.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: Line and Contour

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b><u>NCAS Anchor Standard 3:</u></b> Refine and complete artistic work. <b>(HS Proficient VA:Cr3.1.1a)</b></p> <p><b><u>NCAS Anchor Standard 1:</u></b> Generate and conceptualize artistic ideas and work. <b>(HS Proficient VA:Cr1.1.1a)</b></p> <p><b><u>SELArts Competency:</u></b> 05 Self Management and Presenting: Understand and practice strategies for managing one's own emotions, thoughts and behaviors <b>(05 Self Management and Presenting)</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</li> <li>• Use multiple approaches to begin creative endeavors.</li> <li>• Identify strategies for dealing with areas of personal discomfort.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists analyze, evaluate, and refine their production</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• How do artists' processes and skills for managing emotions impact refinement strategies and the quality of their production?</li> </ul>

	over time through openness to new ideas, persistence, and the application of appropriate criteria.	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• artistic ideas and work</li> <li>• strategies for managing one's own emotions, thoughts and behaviors</li> <li>• criteria from traditional and contemporary cultural contexts</li> <li>• multiple approaches</li> <li>• strategies for dealing with areas of discomfort</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Refining and completing artistic work</li> <li>• Generating and conceptualizing artistic ideas</li> <li>• Understanding and practicing strategies managing one's own emotions, thoughts and behaviors</li> <li>• Applying relevant criteria</li> <li>• examining, reflecting on, and planning revisions for works of art</li> <li>• Using multiple approaches</li> <li>• Identifying strategies</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer	<ul style="list-style-type: none"> <li>creates visual interest from a variety of angles</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Employing various techniques to bend and fasten various types of wire</li> <li>Employing various tools such as needle nose pliers, wire cutters, jigs to bend and fasten various types of wire</li> <li>Experimenting with and evaluating various approaches to building a strong structure</li> <li>Identifying and creating contour lines to define forms</li> <li>Creating cross contour lines to define forms</li> </ul> <p>SUGGESTED ACTIVITIES:            Viewing, investigating and discussing artwork by traditional artists such as Alexander Calder, Ruth Asawa and Isamu Noguchi.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Martin Senn, Leslie Pearson.</p> <p>Defining a form using wire as the dominant material in projects such as; wire portraits, wire vehicles, wire animals, wire mechanical objects, wire mobiles or wire shoes.</p>
Transfer	<ul style="list-style-type: none"> <li>uses contour and cross contour lines to clearly define forms</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>uses proper tools to securely fasten and bend various types of wire</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>accurately identifies the name and purpose of wire tools</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>demonstrates a high level of craftsmanship and ambition</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>identifies the name of an artist and characteristics of the artist's style</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>overcomes obstacles through examining, reflecting on, and planning revisions for works of art</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>represents form through both two dimensional and three dimensional line</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Self evaluation Class discussion Direct observation Sketches Digital documentation</p>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Teacher evaluation of individual student's skill level based on previous art courses taken, art projects created and inquiries.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Meaning	<ul style="list-style-type: none"> <li>Teacher will present artwork by various artists for viewing and discussion.</li> <li>Students view and analyze contour and cross contour lines in images of drawings and sculptures.</li> <li>Teacher will demonstrate the use of contour and cross contour lines in a drawing.</li> <li>Students will Identify and create contour and cross contour lines in a drawing of a specific object.</li> <li>Students will experiment with bending and fastening various types of wire using a variety of tools such as needle nose pliers, wire cutters, and jigs.</li> <li>Students will create a specific form using wire as contour and cross contour lines.</li> <li>Students will participate in a peer critique.</li> <li>Students will problem solve and revise sculptures.</li> <li>Students will self evaluate in written</li> </ul>	<ul style="list-style-type: none"> <li>Students will get feedback from the teacher via formative assessment.</li> <li>Return and review homework.</li> <li>Evaluate student's written and visual documentation.</li> <li>Direct observation.</li> <li>One-on-one instruction.</li> </ul>
Acquisition		
Acquisition		
Transfer		
Transfer		
Meaning		
Meaning		
Acquisition		

	<p>form.</p> <ul style="list-style-type: none"><li>• Students will digitally document personal artwork.</li></ul> <p><u>Resources:</u></p> <p>Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter.</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, and colored pencils.</p> <p>Various substrates including white paper, charcoal paper, tissue paper, newsprint paper, cardboard, mat board.</p> <p>Various adhesives including but not limited to sequin pins, white glue, household cement, and hot glue with glue guns.</p> <p>Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), tooling foil, wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, chisels, craft scissors and rasps.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and</p>	
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	department heads prior to submission for approval.	
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## Unit 5: FORM AND UNITY

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> <li>• Use multiple approaches to begin creative endeavors.</li> <li>• Demonstrate an increased understanding of cultural differences.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Visual imagery influences understanding of and responses to the world.</li> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• When do differences among individuals, groups and others' cultural background influence the creative process?</li> </ul>

**NCAS Anchor Standard 7:**  
Perceive and analyze artistic work.  
(HS Advanced VA:Re.7.2.IIIa)

**NCAS Anchor Standard 1:**  
Generate and conceptualize artistic ideas and work.  
(HS Proficient VA:Cr1.1.HSI.a)

**SELArts Competency:**  
09 Social Awareness and Creating:  
Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds  
(09 Social Awareness and Creating)



<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• various artistic ideas and works</li> <li>• commonalities within a group of artists or visual images</li> <li>• multiple approaches to begin creative endeavors</li> <li>• cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• perceiving and analyzing artistic work.</li> <li>• generating and conceptualizing</li> <li>• demonstrating an awareness of differences in cultural backgrounds</li> <li>• determining commonalities</li> <li>• beginning creative endeavors.</li> <li>• understanding cultural differences</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Meaning Acquisition	<ul style="list-style-type: none"> <li>creates a unique design</li> <li>creates a design which includes little or no negative space</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>adapting to solve problems that arose in the creative process</li> <li>considering a variety of options for positions and creating one that was not used by another person</li> <li>demonstrating respect for peers and studio by using and cleaning tools and space properly each day</li> <li>considering the style of art from another culture.</li> <li>designing from many angles, an appropriate image to be made into a sculpture</li> </ul> <p>SUGGESTED ACTIVITIES:  Viewing, investigating and discussing artwork by traditional artwork such as Oaxacan woodcraft, Japanese Netsuke, Northwest Native American carving.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as contemporary Northwest Native American art, contemporary online artists.</p> <p>Creating a figurative sculpture of a human or animal from plaster or soapstone such as;  a Oaxacan inspired animal from foam, plaster wrap and direct plaster,  a plaster relief carving of an animal in the style of the Northwest Native American culture or  A soapstone or plaster carving of a human or animal form based on the poses of the Japanese netsuke tradition.</p>
Meaning	<ul style="list-style-type: none"> <li>creates a design in which the pose and size of the figure fit the chosen material and technique well</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates forms that are bulbous by chiseling and filing</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>creates clear delineation between each form</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>defines forms with basic shapes with little detail</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>depicts recognizable proportions of the human/animal body.</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>uses appropriate tools in the correct manner for efficiency and safety</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>creates an aesthetic finish by sanding, polishing and/or painting</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>demonstrates a high level of craftsmanship and ambition</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>creates a structurally strong piece by following step by step instructions</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>attends class daily and uses time effectively</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>completes a thorough self evaluation</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Takes a high quality photograph of personal artwork</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Self evaluation Class discussion Direct observation Sketches Digital documentation</p>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Teacher evaluation of individual student's skill level based on previous art courses taken, art projects created and inquiries.	
Meaning  Meaning  Transfer  Acquisition  Transfer  Meaning  Meaning	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>Teacher will present artwork by various artists for viewing and discussion.</li> <li>Students view and analyze the pose and form in various artworks.</li> <li>Students will create a drawing or maquette to develop ideas.</li> <li>Students will participate in a peer critique.</li> <li>Teacher will demonstrate the proper use of materials, tools and techniques.</li> <li>Students will use materials, tools and techniques to create a well-crafted and ambitious sculpture.</li> <li>Students will self evaluate in written form.</li> <li>Students will digitally document personal artwork.</li> </ul> <p><u>Resources:</u>            Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors,</p>	Progress Monitoring <ul style="list-style-type: none"> <li>Students will get feedback from the teacher via formative assessment.</li> <li>Return and review homework.</li> <li>Evaluate student's written and visual documentation.</li> <li>Direct observation.</li> <li>One-on-one instruction.</li> </ul>

	<p>and mat cutter.</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, and colored pencils.</p> <p>Various substrates including white paper, charcoal paper, tissue paper, newsprint paper, cardboard, mat board.</p> <p>Various adhesives including but not limited to sequin pins, white glue, household cement, and hot glue with glue guns.</p> <p>Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), tooling foil, wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, chisels, craft scissors and rasps.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Chinese Studies Honors

April 2025

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Mrs. Cara Abraham

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.



## Chinese Studies Honors

### Grades 11-12

Chinese Studies is a one semester honors elective for juniors and seniors that seeks to deepen student understanding of Chinese geography, culture, society and geopolitical interests. It delves deeper into the philosophy, arts, literature and national search for an identity in the modern era. Students will be expected to independently read selections from several memoirs, works of non-fiction and historical fiction and craft research projects into presentations.

#### Connection to the Vision of a Graduate (

Chinese Studies Honors contributes to the vision of a graduate of New Milford High School in the following ways:

- Students *communicate* with classmates, build *positive relationships*, and develop *social awareness* when working in informal small groups during in class discussions about philosophical and social topics. We build a strong classroom community in this class to promote academic risk-taking and provide students with collaborators with whom they may turn to for out-of-class support. They communicate more deeply with partners to complete performance-based assessments which in turn are formally presented to the class as a whole. Students also create group projects from geographic, demographic, artistic, and cultural research so they can see the immediate impact their contributions have on an authentic audience.
- Students exercise *creativity* when completing performance based activities in Chinese painting, poetry and calligraphy and in creating a series of written, visual, and oral projects about the Chinese family.
- Students engage in *critical thinking* and *problem solving* when considering the many points of view presented in primary and secondary sources about major eras in Chinese history, especially in the readings about the fall of the imperial system and the rise of communism. Students will constructively deliberate about the role of philosophy and politics on the Chinese family.
- Students develop *self-knowledge*, *self-management*, and a *growth mindset* with an independent reading schedule. Students are responsible for meeting due dates, collaborating in multi-step projects, and for peer assessing their classmates' presentations. In this way they learn responsibility from each other. Students are encouraged to revise and make corrections to their work to show that their learning is an on-going process.

## **Pacing Guide**

This is a one semester course.

Unit 1: Land & People	Eight 79 minute block periods
Unit 2: The Early Imperial Era/Philosophers & Festivals	Eight 79 minute block periods
Unit 3: The Middle Imperial Era/The Scholar's Treasures: Calligraphy, Painting, Poetry	Eight 79 minute block periods
Unit 4: The Late Imperial Era/Government & Foreign Relations	Five 79 minute block periods
Unit 5: 20th Century China/Rise and Consolidation of Chinese Communism	Eleven 79 minute block periods
Unit 6: 21st Century China/Economic Reform & Authoritarianism	Eight 79 minute block periods

# UNIT 1: Land & People

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Discuss the interplay of geographic features with a country's ethnicities and settlement patterns.</li> <li>2. Visually present qualitative and quantitative data to inform an audience.</li> <li>3. Confront cultural stereotypes in media and print sources.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• China is a physically large country with a variety of dramatic landforms and bodies of water that significantly impacts where its 1.4 billion people can live and make a living.</li> <li>• China shares land borders with 14 countries posing foreign policy challenges.</li> <li>• China has 56 officially recognized ethnic groups, including the majority Han Chinese people.</li> <li>• China has a long history of environmental engineering projects in service to agriculture and economic</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How has geography influenced settlement and lifestyles in China?</li> <li>• How has China organized its relationships with surrounding countries?</li> <li>• How does China's ethnic diversity help explain its history, politics, and current internal affairs?</li> <li>• How has China's economic development been tied to its environment?</li> <li>• How has China's place in the world determined its role in the world economy?</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>development.</p> <ul style="list-style-type: none"> <li>China has played a significant role in the world's economy for most of its history.</li> </ul>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Bodies of salt and fresh water including Chang Jiang (Yangtze) and Huang He (Yellow) rivers, Yellow, East China, and South China seas</li> <li>Landforms including the Gobi and Taklamakan deserts, Himalaya, Tien Shan, and Kun Lun mountains</li> <li>Political units including China, Hong Kong, Taiwan, China's international neighbors, China's provinces, municipalities, autonomous regions, and major cities including Beijing, Shanghai</li> <li>Areas of rice and wheat cultivation, areas of pastoral grazing</li> </ul> <p><u>Demographics</u></p> <ul style="list-style-type: none"> <li>Population density</li> <li>Ethnic groups</li> <li>Language dialects</li> <li>Religious groups</li> </ul> <p><u>Economic</u></p> <ul style="list-style-type: none"> <li>Megacities</li> <li>GDP, PPP</li> <li>Historical and modern exports</li> <li>Silk Road and sea routes</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Placing geographic, demographic, economic, and political data on individual maps and thematic BIG Maps.</p> <p>Teaching their classmates how to read their BIG Maps so they are competent in interpreting the maps independently.</p> <p>Reading and interpreting a variety of primary and secondary written sources, including memoir, news reports and analysis, government documents, and opinion pieces.</p> <p>Viewing and interpreting a variety of visual sources, including photographs, drawings, charts, graphs, and maps.</p> <p>Explaining a source's point of view, purpose, historical or political situation, and intended audience.</p> <p>Arguing the benefits and dangers of large scale public works projects.</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</p>

	<ul style="list-style-type: none"> <li>• Special Economic Zones</li> </ul> <p><u>Environmental</u></p> <ul style="list-style-type: none"> <li>• Harnessing water through irrigation systems and dam building</li> <li>• Agriculture including terraces and rice paddies</li> <li>• Public Works including the Great Wall, Grand Canal, Three Gorges Dam, and North-South Water Transfer</li> <li>• Industrial pollution and degradation</li> </ul> <p>Zhongguo - Middle Kingdom Sedentary farmers Nomadic pastoralists</p>	
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STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer (M) Meaning	<p>Teacher created rubric with 5 bands of success and 4 criteria:</p> <ul style="list-style-type: none"> <li>• Content and required elements</li> <li>• Style</li> <li>• Presentation</li> <li>• Collaboration</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The interplay of geographic and demographic characteristics with economic and political forces that have shaped and continue to shape China's place in the world.</i></p> <p>Goal/Challenge = Create a BIG Map (24"x30") addressing a theme such as politics/history, economics, religions and philosophies, physical geography, agriculture, and engineering, people and languages.</p> <p>Role = A researcher and cartographer as part of a cooperative learning group.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Using research methods (photos, reference maps, and government databases) students will locate and place geographic, demographic, economic, and political data on thematic BIG Maps.</p> <p>Product and performance = Students use a piece of 24"x30" post-it paper to create a full color, annotated map and present it to their classmates.</p> <p>Standards/criteria for success = BIG Maps are accurate and complete with all required elements displayed in an easy to read and engaging format.</p> <p>*Note: This is a small group project.</p> <p><i>The diversity of China's people, cultural heritage, cuisine, and geographic features.</i></p>

<p>(T) Transfer (M) Meaning (A) Acquisition</p>	<p>Teacher created rubric with 4 bands of success and 5 criteria:</p> <ul style="list-style-type: none"> <li>• Title &amp; Theme</li> <li>• Content</li> <li>• Visuals</li> <li>• Overall Presentation</li> <li>• Works Cited</li> </ul>	<p>Goal/Challenge = Create a travel brochure promoting travel around China to experience its geographic, ethnic, and cultural diversity.</p> <p>Role = A travel agent promoting a seven day tour of China.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Using research methods (photos, reference maps, and reputable internet sources) students will publish a detailed itinerary of historical, religious, philosophical, and cultural sites.</p> <p>Product and performance = Students create a full color tri-fold brochure, poster, magazine section, or website to present to their classmates.</p> <p>Standards/criteria for success = Brochures are accurate and complete with all required elements displayed in an easy to read and engaging format.</p> <p>*Note: This is an individual project.</p> <p><i>There are different perspectives on how a country provides economic development for its citizens which present an opportunity to take a stance and defend a position using evidence from primary and secondary sources.</i></p>
<p>(T) Transfer (M) Meaning</p>	<p>Social Studies Department Argumentative Writing Rubric with 4 bands of success and 5 criteria:</p> <ul style="list-style-type: none"> <li>• Introduction with claim and historical context</li> <li>• Support using evidence</li> <li>• Support using explanatory bridges</li> <li>• Critical thinking</li> <li>• Conventions</li> </ul>	<p>Students will demonstrate the following facets of understanding: explanation, application, interpretation, taking a perspective, and showing empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. The response will also acknowledge alternative perspectives and refute their credibility or relevance. Evidence will be documented with in-text citations and a</p>

		<p>Works Cited in proper MLA format. The response will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>• Argue for or against the Three Gorges Dam.</li> <li>• Should the Chinese government resettle people who live in economically poor areas to more economically productive areas?</li> <li>• Is China's rapid industrialization worth the environmental damage it has caused?</li> </ul> <p>*Note: This is an in-class Socratic seminar in which all students will participate.</p>
<p>A</p> <p>M, A</p> <p>T, M, A</p> <p>T, M</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.</p> <p>Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.</p> <p>Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p> <p>Evaluation of student test-taking skills with</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about Chinese geography, demographics, economics, political organization, public works projects, and environmental challenges.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess political, economic, demographic, and/or geographic data. For example, students will compare and contrast the heavily populated eastern China with its sparsely populated western autonomous regions.</p> <p>Multiple choice and short answer quizzes</p>



T, M	<p>these criteria of success: accuracy and completion, ability to eliminate distractors.</p> <p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p>	Multiple choice, stimulus-based, short answer, and short essay tests.
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Stage 3-Learning Plan		
Code	Pre-Assessment	
	Show a map of the USA and China side by side and have students discuss relative location and size. Then show China superimposed on the USA to demonstrate how both countries occupy similar latitudes and nearly the same geographic size.	
M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Students will be able to identify and locate geographic features of East Asia on an individual map. Why: Understanding the physical landscape of China sets the stage for understanding how people live in China. How: Daily Question; Review HW; Slideshow of photos of regions and people of China; Complete individual map; Exit Ticket</p>	Progress Monitoring
M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "Why do you think China calls itself Zhongguo (Middle Kingdom)?" After students respond, teacher shows a China-centric map of the world.</p>	
M, A	<p>Teacher places students into small groups to review HW, typically, reading and taking notes from source material (primary source, secondary source, memoir) according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary and responding to study questions. For example, students will read Chapters 1, 4 and 7 in Hessler's Rivertown, take individual notes, discuss in small</p>	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. Teacher scores the quizzes and uses data to inform the next lesson.

	groups, and then take a reading comprehension quiz with multiple choice and open-ended questions.	
M, A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, and during which students may rethink and revise their HW responses. For example, Taklamakan is a sandy desert, Gobi is a rocky desert, and both have acted as physical barriers that have helped isolate China from its north and north western neighbors.	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher initiates guided practice with reference maps.	Teacher looks for engaged students completing individual maps.
T, M, A	Students work cooperatively to create a BIG Map.	Teacher circulates to ensure that students are working cooperatively and practicing entry level skills of place location and more complex skills of answering interpretative questions.
T, M, A	Students will practice argumentative writing strategies to isolate elements of the argumentative writing process. They will practice taking a stance and defending a historical claim.  <u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.  Abraham, Cara and Michael Abraham. Slideshow of assorted photos of China's landforms, rivers, and Three Gorges Dam. Yale University PIER Fellowship. 2001-2004.  Berkman, Patience. "The Three Gorges Dam: Energy, The Environment, and the New Emperors." Education About Asia.	Teacher looks for engaged and evidence-based responses from multiple students.

	<p>V. 3, Number 1. 27-34. Spring 1998.</p> <p>“East Asia in Geographic Perspective.” Asia for Educators. Columbia University. 22 May 2012.</p> <p>Gladney, Dru. <u>Ethnic Identity in China: The Making of a Muslim Minority</u>. Fort Worth, TX: Harcourt Brace College Publishers, 1998. P. 11-23.</p> <p>Gordon, Stewart. “Major Asian Rivers of the Tibetan Plateau.” Education About Asia. V. 15. Number 3. 15-18. Winter 2010.</p> <p>Hersey, John. <u>A Single Pebble</u>. New York: Bantam Books, 1956.</p> <p>Hessler, Peter. <u>Rivertown: Two Years on the Yangtze</u>. New York: Harper Perennial, 2002.</p> <p>Lipman, Jonathan. “Chinese Geography Through Chinese Cuisine.” Social Education. Jan./Feb. 2010.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p>	
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## Unit 2: Early Imperial Era/Philosophers & Festivals

### Stage 1- Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Consider how one's worldview is influenced by one's beliefs.</li> <li>2. Speculate on how a country's formal and informal belief systems play a role in government and society.</li> <li>3. Recognize how beliefs and values are celebrated across time and space.</li> </ol>	
	<i>Meaning</i>	
<p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The Chinese people practice syncretism, or a blending of religious and philosophical beliefs.</li> <li>• China's philosophies and folk beliefs are centuries old predating the early imperial era, yet were integrated into imperial rule.</li> <li>• China's philosophies and folk beliefs have permeated family structure, social hierarchy, government authority, and countrywide festivals and celebrations.</li> <li>• Confucianism is a belief system that values traditions, patriarchy, hierarchy,</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does having a holistic point of view impact how one sees the world?</li> <li>• How have the teachings of Confucius permeated family, education, government, and international relations in China?</li> <li>• How do China's Daoist and Buddhist beliefs direct personal behavior and influence literature, public art, and architecture?</li> <li>• How has Legalism and the legacy of the first emperor impacted Chinese governance?</li> <li>• How are folk beliefs still an integral part of</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>learning, and being a role model.</p> <ul style="list-style-type: none"> <li>• Daoism is a belief system that values restraint, balance, and simplicity.</li> <li>• Buddhism is a religious faith that recognizes reincarnation, karma, and nirvana and values moderation, selflessness, and meditation as a discipline.</li> <li>• The Chinese have folk beliefs that recognize good omens and bad spirits, a pantheon of gods, and rituals that may affect one's life.</li> </ul>	<p>Chinese culture and society?</p> <ul style="list-style-type: none"> <li>• How do the Chinese celebrate major seasonal, familial, and national festivals?</li> </ul>
<p style="text-align: center;"><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <p><u>Early Imperial Period</u></p> <ul style="list-style-type: none"> <li>• Xia, Shang, Zhou, Qin, and Han dynasties</li> </ul> <p><u>Confucianism:</u></p> <ul style="list-style-type: none"> <li>• Kong Fuzi - Confucius</li> <li>• Filial piety</li> <li>• Social order through hierarchy</li> <li>• Education and Civil service exams</li> </ul> <p><u>Daoism:</u></p> <ul style="list-style-type: none"> <li>• Laozi</li> <li>• Energy - qi/chi</li> <li>• Simplicity</li> <li>• "Do nothing" - wu wei</li> </ul> <p><u>Buddhism:</u></p> <ul style="list-style-type: none"> <li>• Siddhartha Gautama - The Buddha</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, literature, and religious and philosophical texts</li> <li>• Viewing and interpreting a variety of visual sources, including photographs, drawings, and a Chinese movie.</li> <li>• Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> <li>• Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> <li>• Discussing in small groups and giving advice in a modern day situation using centuries old teachings.</li> <li>• Researching and presenting a Chinese</li> </ul>

	<ul style="list-style-type: none"> <li>• Four Noble Truths and Middle Way</li> <li>• Mahayana School</li> <li>• Compassion and Heaven</li> <li>• Bodhisattvas</li> </ul> <p><u>Legalism</u></p> <ul style="list-style-type: none"> <li>• Rich rewards, harsh punishments</li> </ul> <p><u>Folk Beliefs:</u></p> <ul style="list-style-type: none"> <li>• ancestor worship</li> <li>• Yin and yang</li> <li>• feng shui</li> </ul> <p><u>Folk Gods:</u></p> <ul style="list-style-type: none"> <li>• Jade Emperor</li> <li>• Monkey King</li> <li>• Dragon King &amp; Dragons of the 4 Seas</li> <li>• Yama, King of the Dead</li> <li>• Immortals</li> <li>• Gods of places (local)</li> </ul> <p><u>Festivals:</u></p> <ul style="list-style-type: none"> <li>• Spring</li> <li>• Lantern</li> <li>• Qing Ming - Tomb Sweeping</li> <li>• Dragon Boat</li> <li>• Ghosts</li> <li>• Mid Autumn</li> </ul>	<p>festival celebration.</p>
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Stage 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	<p>Teacher created discussion rubric with 4 bands of success and 3 criteria:</p> <ul style="list-style-type: none"> <li>• Accuracy, detail, and use of specific evidence</li> <li>• Facility in discussing philosophical tenets</li> <li>• Active participation in discussion</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The core tenets of Confucianism, Daoism, and Buddhism were guides for moral and ethical personal behavior and expectations for public conduct in Chinese society.</i></p> <p>Goal/Challenge = Conduct a student-guided Socratic seminar to clarify, compare and contrast, and give advice on a series of ethical and moral dilemmas.</p> <p>Role = An expert on Confucianism, Daoism, Buddhism, or Legalism giving thoughtful advice.</p> <p>Audience = Classmates within their class period.</p> <p>Situation = Relying on primary source documents, students will advise proper responses when presented with a series of ethical and moral dilemmas.</p> <p>Product and performance = Students may use a completed graphic organizer to help guide them in giving real world advice.</p> <p>Standards/criteria for success = Student participation is accurate, detailed, supported with evidence. Discussion flows from one student to another, building upon or refuting different pieces of advice based on various Chinese philosophies.</p> <p>*Note: This is an in-class Socratic seminar in which all students will participate.</p> <p><i>Chinese festivals reflect folk beliefs, align with the seasons, and are celebrated with food and decorations.</i></p>





	<p>approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p>	<p>examples of ancestor portraits. For example, students will analyze historical ancestor portraits and compare them with modern altars to draw conclusions about funerary practices in China.</p>
T, M	<p>Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.</p>	<p>Multiple choice and short answer quizzes</p>
T, M	<p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p>	<p>Multiple choice, stimulus-based, short answer, and short essay tests.</p>

Stage 3-Learning Plan		
Code	<i>Pre-Assessment</i>	
	Classroom discussion centered on identifying what is considered right and wrong, good and bad in our society? How do we know? How do we hold other people accountable for what is right and wrong?	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M, A	<p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Students will be able to read, annotate, and analyze the founding documents of Chinese philosophies and religions. Why: Philosophers in China set the core beliefs that govern personal and societal interactions. How: Daily Question; Review HW; Slideshow of philosophers; Documents; Exit Ticket</p>	
M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "Which is more likely to bring about a desired behavior: praise or criticism? Can you give examples of when each one has worked?"</p>	
M, A	<p>Teacher places students into small groups to review HW, in this case a narrated slideshow to allow students to respond to study questions and acquire domain specific vocabulary. For example, students will view and take guided notes while watching a narrated slideshow about Chinese philosophies and religions.</p>	<p>Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>

M, A	Teacher initiates guided practice with the first set of documents (Confucian Analects) for proper annotation.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students work independently to read and annotate additional sets of documents for Daoism, Buddhism, and Legalism.	Teacher looks for engaged students completing individual documents.
M, A	Students work cooperatively to organize core beliefs on a graphic organizer and identify similarities and differences across philosophies and religions.	Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and comparing across multiple ideas.
T, M, A	Students will practice critical thinking in preparing for the Socratic seminar discussion making sure they can offer specific advice and the rationale for the advice.	
M,A	<p>Students will view The Road Home, a Chinese movie about a widow's insistence that her husband be buried according to tradition while also investigating ancestor portraits and the Qing Ming Festival scroll painting.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abraham, Cara. Philosophies and Religions of China. Screencastify slideshow. 2020.</p> <p><i>Along the River During Qing Ming Festival.</i> Painting by Zhang Zeduan. <i>Asia for Educators.</i> <a href="http://www.afe.easia.columbia.edu">www.afe.easia.columbia.edu</a>.</p> <p><i>Along the River During Qing Ming Festival.</i> Reproduction of painting by Zhang Zeduan.</p> <p>Ebrey, Patricia. <u>The Cambridge Illustrated History of China.</u> Cambridge, U.K. Cambridge University Press. 1996.</p>	Teacher looks for engaged students as they work with three different visual sources.

	<p><u>The Enduring Legacy of Ancient China</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui. 2006.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p> <p>The Road Home. Dir. Zhang Yimou. Guanxi Film Studios. 1999.</p> <p>Sizer, Nancy Faust. <u>China: Tradition and Change</u>. Ch. 1 "Confucius and the Chinese Family". New York: Longmen, 1991.</p> <p>Wu Ch'eng-en, Waley, Arthur. Trans. <u>Monkey</u>. New York: Grove Press, 1970.</p>	
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## Unit 3: The Middle Imperial Period/The Scholar's Treasures: Calligraphy, Painting, Poetry

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p style="text-align: center;"><b><i>Transfer</i></b></p>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Mentally and physically prepare themselves and their workspace in order to do their best work.</li> <li>2. Invest time and energy into a skill and avocation.</li> <li>3. Consider how words and paintings can evoke emotions and states of mind.</li> </ol>	
	<p style="text-align: center;"><b><i>Meaning</i></b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Chinese material culture, such as landscape painting and calligraphy, is refined, artistic, and complex.</li> <li>• Writing calligraphy with brush and ink is an art form made up of precise and delicate strokes.</li> <li>• Chinese writing has been standardized and simplified over time to allow more people access to education.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are the essential tools of a Chinese artist?</li> <li>• Why does Chinese calligraphy hold such a special place in Chinese culture?</li> <li>• How are spoken and written Chinese similar and different?</li> <li>• How does Chinese poetry and painting reflect greater spiritual themes?</li> <li>• How do China's Daoist and Buddhist</li> </ul>

<p>CCSS Literacy in History/Social Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>• Poetry has played a central role in Chinese civilization in guiding religious, political, and communal traditions.</li> <li>• Art reflects the Chinese quest for harmony, and, especially landscape paintings, are often paired with poetry to reflect Daoist or Buddhist beliefs.</li> <li>• A scholar-gentleman (shi dafu) was a master of the Three Perfections: calligraphy, poetry, and painting.</li> </ul>	<p>beliefs direct personal behavior and influence literature, public art, and architecture?</p> <ul style="list-style-type: none"> <li>• Why did Chinese culture and society place a high value on the tradition of a scholar-gentleman?</li> </ul>
<b>Acquisition</b>		
	<p><u>Middle Imperial Period</u></p> <ul style="list-style-type: none"> <li>• Sui, Tang, and Song dynasties</li> </ul> <p><u>Language</u></p> <p>Spoken</p> <ul style="list-style-type: none"> <li>• Mandarin - <i>putonghua</i></li> <li>• 4 Tones</li> </ul> <p>Written</p> <ul style="list-style-type: none"> <li>• Pinyin v Wade-Giles</li> <li>• Pictographs/Ideograms</li> <li>• Radicals</li> <li>• Calligraphy: inkstick, inkstone, brush, paper</li> <li>• Oracle Bones</li> <li>• Bamboo scrolls</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• Jinti shi - short form</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Reading and interpreting a variety of primary and secondary written sources, including biography, and literature.</li> <li>• Viewing and interpreting a variety of visual sources, including photographs, paintings, and Chinese calligraphy.</li> <li>• Researching and presenting a Chinese culture project which will include calligraphy, painting, and poetry.</li> <li>• Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ci - lyrical</li> <li>• Persona - alternative voice</li> <li>• Yueh-fu ballads</li> </ul> <p>Renowned Poets</p> <ul style="list-style-type: none"> <li>• Wang Wei</li> <li>• Li Bai</li> <li>• Du Fu</li> </ul> <p><u>Painting</u></p> <p>Six Principles</p> <ul style="list-style-type: none"> <li>• Brush technique</li> <li>• Fidelity to subject</li> <li>• Composition</li> <li>• Use of color</li> <li>• Respect for tradition</li> <li>• Presence of Qi (cosmic spirit that vitalizes all things)</li> </ul> <p>Silk scrolls (hanging or flat)</p> <ul style="list-style-type: none"> <li>• Qingming Festival along the River</li> </ul>	
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## STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher developed rubric with 3 bands of success and 2 criteria: <ul style="list-style-type: none"> <li>• Writing performance</li> <li>• Spoken performance</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Mandarin Chinese is spoken using four major tones and uses compound words to more complex ideas. Chinese writing uses characters to represent concrete and abstract ideas. It is also represented by pinyin for users of alphabetical systems.</i></p> <p>Students will demonstrate the following facets of understanding: self-knowledge, explanation, application, and interpretation when orally practicing spoken Mandarin words and phrases and writing Chinese characters with brush and ink. After completing practice sheets, students will compose in pinyin, write in calligraphy, and recite a short passage or poem using their acquired Chinese vocabulary.</p> <p>*Note: This may be an individual or partner project.</p> <p><i>Landscape painting is a Chinese art form that requires total engagement of mind and body to produce a product that demonstrates awareness of the six principles of Chinese painting.</i></p>
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher developed rubric with 3 bands of success and 3 criteria: <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Adherence to ink and brush techniques</li> <li>• Quality of finished project</li> </ul>	<p>Goal/Challenge = Produce a Chinese landscape painting</p> <p>Role = Painter who has learned how to prepare mentally and physically to use brush and ink</p> <p>Audience = Whole school as paintings will be displayed outside the LLC</p> <p>Situation = Given rice paper, Chinese horsehair brushes, and ink, students will prepare their workspace and paint a landscape using the six principles of Chinese painting</p>

		<p>Product and performance = Chinese style landscape painting</p> <p>Standards/criteria for success = Students make a genuine effort to produce a painting that reflects preparation and application of ink and brush techniques.</p> <p>*Note: This is an individual project.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about Chinese spoken language, written language, painting, and poetry.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Answering daily review, preview, summary, and speculative questions.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of Mandarin Chinese words, Chinese characters, calligraphy, pinyin, poetry, and paintings. For example, students will read and differentiate among different types of Chinese poetry matching poems and paintings.
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice and short answer quizzes
		Multiple choice, stimulus-based, short answer, and short essay tests.

Stage 3-Learning Plan		
Code	<b>Pre-Assessment</b>	
	<ul style="list-style-type: none"> <li>• K-W-L chart about scholars and scholarship in the US and China.</li> <li>• Discussion based on quotes about preparation. For example, “Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” Abraham Lincoln; “All things are ready, if our mind be so.” Shakespeare, Henry V; “He who is best prepared can best serve his moment of inspiration.” Samuel Taylor Coleridge</li> </ul>	
M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day’s slideshow for all students to see and review. For example, What: Students will be able to differentiate among Chinese folk festivals looking for common themes. Why: Popular cultural celebrations create and reaffirm community. How: Daily Question; Review HW; Slideshow of Chinese folk festivals; Research time; Exit Ticket</p>	Progress Monitoring
M, A	<p>Teacher hooks and holds students’ attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events.</p> <p>For example, show a representative painting from the European Renaissance (oil paint, rich layers of color, perspective, emphasis on the human) and a Tang landscape painting (ink, spontaneous application, monochromatic, dominated by nature). Ask students to compare the two paintings.</p>	
M, A	Teacher places students into small groups to review HW to allow students to respond to study questions and acquire	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar

	<p>domain specific vocabulary. For example, students will discuss why they matched Chinese poems to Chinese paintings.</p>	<p>terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
M, A	<p>Teacher initiates guided practice with a painting guide: horsehair brushes, rice paper, paper towels, handouts of brush strokes. Students collect the materials and take special care to set up their painting station.</p>	<p>Teacher looks for careful preparation from all students.</p>
M, A	<p>Students work independently to practice a handful of frequent elements in Chinese landscape paintings (gnarled tree trunks, mountains, streams, pine needles).</p>	<p>Teacher looks for engaged students painting with precision.</p>
M, A	<p>Students circulate around the room to observe and admire classmates' practice paintings.</p>	<p>Teacher circulates with students engaging them in conversation about the progress of their classmates.</p>
T, M, A	<p>Students will practice critical thinking in preparing for the Chinese landscape painting project.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Ebrey, Patricia. <u>The Cambridge Illustrated History of China</u>. Cambridge, U.K. Cambridge University Press. 1996.</p> <p><u>The Enduring Legacy of Ancient China</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui, 2006.</p> <p>Gernet, Jacques. <u>Daily Life in China on the Eve of the Mongol Invasion</u>. Stanford University Press. 1962.</p>	

	<p>Hero. Dir. Zhang Yimou. Miramax Films. 2002.</p> <p>Hessler, Peter. <u>Rivertown: Two Years on the Yangtze</u>. New York. Harper Perennial: 2002.</p> <p>“Landscape Painting in Chinese Art.” <i>The Metropolitan Museum of Art’s Heilbrunn Timeline of Art History</i>. <a href="http://www.metmuseum.org">www.metmuseum.org</a>.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p> <p><i>The Online Museum Resources on Asian Art</i> - <a href="https://afe.easia.columbia.edu/">https://afe.easia.columbia.edu/</a></p> <p>The Song Dynasty in China.” <i>Asia for Educators</i>. Columbia University. 22 May 2012.</p> <p>“Song and Yuan Dynasty Painting and Calligraphy.” <i>Freer/Sackler: The Smithsonian Museum of Asian Art</i>. The Smithsonian Institution. <a href="https://asia-archive.si.edu/publications/songyuan/">https://asia-archive.si.edu/publications/songyuan/</a>.</p>	
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## Unit 4: Late Imperial Period/Government & Foreign Relations

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Weigh the costs and benefits of international diplomacy and exchange.</li> <li>2. Determine when their government is legitimate and deserves their loyalty and participation.</li> <li>3. Decide when reform is necessary or traditions should be conserved.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The longstanding Chinese imperial system provided stability for the country through many ruling dynasties.</li> <li>• The Chinese people judged an emperor by his ability to maintain peace, oversee a prosperous economy and keep the people fed.</li> <li>• The Chinese are sedentary farmers and have lived in a dynamic tension with their pastoral nomadic neighbors to the north.</li> <li>• Chinese foreign policy and international trade were deeply linked through the tribute system.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why was it that China was able to reconstitute itself over and over again through 3000 years of history?</li> <li>• Under which conditions was a Chinese dynasty considered aging and could be realistically challenged?</li> <li>• Can farmers and nomads coexist?</li> <li>• How did China maintain its cultural superiority in East Asia even as outsiders were militarily and economically stronger?</li> <li>• Which foreign policy options best served China in their confrontations with the Mongols, the Manchus, and the British?</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> <li>• Invasions from the Mongols and Manchus and demands for free trade from the Europeans challenged Chinese traditions and opened up calls for reform.</li> </ul>	
<p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><u>Late Imperial Period</u></p> <ul style="list-style-type: none"> <li>• Yuan, Ming, and Qing dynasties</li> </ul> <p><u>Government Concepts</u></p> <ul style="list-style-type: none"> <li>• Mandate of Heaven</li> <li>• Dynastic Cycle</li> </ul> <p><u>Foreign Relations</u></p> <ul style="list-style-type: none"> <li>• Silk Road</li> <li>• Sedentary agriculturalists v Nomadic pastoralists</li> <li>• Tribute System</li> <li>• Sinification</li> <li>• Mongol conquest</li> <li>• Marco Polo's account</li> <li>• Ming restoration</li> <li>• Zheng He and the Treasure Fleet</li> <li>• Manchu conquest</li> <li>• British trade mission</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Tracing the cyclical nature of the dynastic cycle throughout Chinese history.</p> <p>Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, travelogues, and history.</p> <p>Viewing and interpreting a variety of visual sources, including photographs, drawings, and a Chinese movie.</p> <p>Explaining a source's point of view, purpose, historical or political situation, and intended audience.</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</p>

## STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher created rubric with 4 bands of success and 3 criteria: <ul style="list-style-type: none"> <li>• Accuracy of historical content</li> <li>• Analysis of historical content (cause and effect)</li> <li>• Quality of presentation</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Chinese emperors traditionally held the Mandate of Heaven when their rule was legitimate in the eyes of their subjects. If an emperor became neglectful or corrupt, Heaven would show its displeasure by sending natural disasters. An emperor who could not protect their people was said to be unworthy and the Mandate of Heaven was lost.</i></p> <p>Students will demonstrate the following facets of understanding: showing empathy, taking a perspective, interpretation, and explanation when they create a storyboard to show the stages of the dynastic cycle. They will use the historical record to accurately portray a Chinese emperor failing to maintain the Mandate of Heaven, or the legitimate right to rule.</p> <p>*Note: This is a partner project.</p> <p><i>Chinese foreign policy was predicated on Chinese political and cultural superiority. Any interaction with foreigners was channeled through the tribute system where a series of elaborate hierarchical rituals resulted in acceptable terms of trade.</i></p>
	Teacher created rubric with 4 bands of success and 4 criteria: <ul style="list-style-type: none"> <li>• Accuracy of historical content</li> <li>• Quality of dialogue</li> <li>• Quality of role play presentation</li> <li>• Cooperation among group members</li> </ul>	<p>Goal/Challenge = Realistically role play a series of diplomatic meetings between Chinese and foreign officials establishing an official relationship to facilitate economic and cultural exchange.</p> <p>Role = A Chinese or foreign official seeking to establish diplomatic and economic relations.</p> <p>Audience = Classmates as experts on the Chinese tribute system</p>



		<p>Situation = Officials from foreign lands (Mongolia, Manchuria, Japan, Great Britain) come to the Chinese imperial court to establish or reaffirm a diplomatic and economic relationship.</p> <p>Product and performance = Students dress, speak, and exchange sample goods as part of a diplomatic negotiation.</p> <p>Standards/criteria for success = Students negotiate for diplomatic recognition and favorable terms of trade, establishing an official relationship that conforms to the historical record.</p> <p>*Note: This is a small group project.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about the Chinese imperial system, dynastic cycle, Mandate of Heaven, and Chinese foreign policy options.</p>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	<p>Answering daily review, preview, summary, and speculative questions.</p>
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	<p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of successful and unsuccessful Chinese emperors, dynasties, and diplomatic relationships. For example, students will read and view primary source documents and images (paintings and drawings) of foreigners interacting with Chinese officials .</p>
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and	<p>Multiple choice and short answer quizzes</p>

T, M	<p>completion, ability to eliminate distractors.</p> <p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p>	Multiple choice, stimulus-based, short answer, and short essay tests.
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Stage 3-Evidence		
Code	<b>Pre-Assessment</b>	
	What is code-switching? When would a person speak one way in front of one audience and speak with different words and body language in front of a different audience? Do you think this change in language and mannerism happens at the international level? Continue discussion to include a definition of diplomacy and diplomatic communication.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Describe the trade relationship along China's northern border? Why: Economic exchange can be a form of diplomacy. How: Daily Question; Review HW; Slideshow of photos of sedentary farmers and nomadic pastoralists in East Asia; primary source analysis; Exit Ticket	
M, A	Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "Describe a time when you knew your adversary had an advantage over you. What are all the ways you could respond to preserve yourself?"	
M, A	Teacher places students into small groups to review HW and allow students to respond to study questions and acquire domain specific vocabulary. For example, students will review prior learning about the Great Wall of China.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

M, A	Teacher initiates guided practice with primary source documents about the Han dynasty's trade of silk with the Xiongnu of Mongolia in the years 51 BCE-2 CE.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students work in small groups to research other diplomatic/economic missions between the Chinese and foreigners.	Teacher looks for engaged students working cooperatively with primary and secondary sources.
M, A	Students work cooperatively to create scripts for role play assignments.	Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and delineating between cause and effect.
T, M, A	<p>Students will practice critical thinking in critiquing other classmates' skits.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abraham, Cara and Michael Abraham. Slideshow of assorted photos of farmers and nomads in China, Mongolia, Xinjiang, and Tibet. Yale University PIER Fellowship. 2001-2004.</p> <p>Cheng, Pei-Kai and Michael Lestz and Jonathan D. Spence, Ed. <u>The Search for Modern China: A Documentary Collection</u>. NY: Norton, 1999.</p> <p>Ebrey, Patricia. <u>The Cambridge Illustrated History of China</u>. Cambridge, U.K: Cambridge University Press. 1996.</p> <p><u>The Enduring Legacy of Ancient China</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui, 2006.</p>	Teacher encourages and models positive feedback and constructive criticism of peers.

	<p>Gronewald, Dr. Sue. "The Ming Voyages: A Teaching Unit. <i>Asia for Educators</i>. Columbia University. 2005.  <a href="https://afe.easia.columbia.edu/special/china_1000ce_mingvoyages.htm">https://afe.easia.columbia.edu/special/china_1000ce_mingvoyages.htm</a></p> <p>Kahn, Paul. Ed. <u>The Secret History of the Mongols: The Origin of Chingis Khan</u>. Boston: Cheng &amp; Tsui. 1998.</p> <p>Menzies, Gavin. <u>1421: The Year China Discovered America</u>. NY: Harper Collins, 2002.</p> <p>"The Mongols in World History." <i>Asia for Educators</i>. Columbia University. <a href="https://afe.easia.columbia.edu/mongols/">https://afe.easia.columbia.edu/mongols/</a>.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p> <p>Sizer, Nancy Faust. <u>China: Tradition and Change</u>. New York: Longmen, 1991.</p> <p>Spence, Jonathan D. 2<sup>nd</sup> Edition. <u>The Search for Modern China</u>. NY: Norton, 1999.</p> <p>"Two Edicts From the Qianlong Emperor, on the Occasion of Lord Macartney's Mission to China, Sept. 1793. <i>Asia for Educators</i>. Columbia University.  <a href="https://afe.easia.columbia.edu/special/china_1750_macartney.htm">https://afe.easia.columbia.edu/special/china_1750_macartney.htm</a>.</p>	
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## Unit 5: Rise and Consolidation of Chinese Communism

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Describe a family's structure and responsibilities across time and place.</li> <li>2. Assess the role of ideology in government and society.</li> <li>3. Evaluate the successes and failures of cultural changes.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The most important thing for Chinese people is family.</li> <li>• Filial piety, or respect for one's parents and other ancestors, holds sway over every decision a child makes as they come of age and set out to make one's own life.</li> <li>• The tumultuous 20th century brought about changes in family values as China left behind its imperial system, modernized, and saw the consolidation</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How have traditional values, such as the teachings of Confucius, continued to guide family and education in China?</li> <li>• How did the early years of the Chinese Republic, including the May Fourth and New Culture Movements, challenge family traditions?</li> <li>• How and why did the Chinese Communist Party implement revolutionary changes in the Chinese family?</li> </ul>

Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	of power by the Chinese Communist Party.	<ul style="list-style-type: none"><li>How has the Chinese family adapted to the modern era in China?</li></ul>
	Acquisition	
	<i>Students will know...</i>  <u>Traditional Family Values</u> <ul style="list-style-type: none"><li>Confucianism</li><li>Filial piety</li><li>Arranged marriages</li><li>Concubines</li><li>Foot-binding</li></ul> May Fourth & New Culture Movements  Chinese Civil War  <u>Chinese Communist Party</u> <ul style="list-style-type: none"><li>Communist Revolution</li><li>Great Leap Forward</li><li>Mao Zedong</li><li>Little Red Books</li><li>Great Proletarian Cultural Revolution</li><li>Red Guards</li><li>Reeducation/Labor Camps</li></ul> <u>Revolutionary Family Values</u> <ul style="list-style-type: none"><li>1950 Marriage Law</li><li>“Women hold up half the sky”</li><li>Self-criticism/struggle sessions</li><li>Attacking the Four Olds</li></ul>	<i>Students will be skilled at...</i>  Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, historical fiction, and history.  Viewing and interpreting a variety of visual sources, including photographs and a Chinese movie.  Comparing and contrasting traditional and revolutionary values as applied to Chinese families.  Explaining a source’s point of view, purpose, historical or political situation, and intended audience.  Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.

STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	<p>Teacher created rubric with 4 bands of success and 2 criteria:</p> <ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Quality of performance</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Chinese families struggled to maintain the traditional value of filial piety in the face of new Communist Party ideology that sought to break hierarchy, patriarchy, and local loyalty in favor of a modern egalitarian state.</i></p> <p>Goal/Challenge = Produce one written, visual, or oral product that accurately illustrates the family at various times in modern Chinese history.</p> <p>Role = An astute observer of the Chinese family.</p> <p>Audience = Classmates.</p> <p>Situation = Students create artifacts that represent the Chinese family in 3 periods in Chinese history: traditional (before 1911); revolutionary (1911-1976); and modern (post 1976).</p> <p>Product and performance = Students may choose which format (written, visual, oral) to match with each period. Each project should clearly include several examples of Chinese family values that were evident within the chosen historical time period.</p> <p>Standards/criteria for success = Shows a sophisticated understanding of the relevant ideas of Chinese family values and the corresponding historical period of Chinese history. The concepts and evidence used are advanced and go well above and beyond requirements. Product communicates quite effectively and is mindful of the audience, context, and purpose. Ideas are presented in an engaging, authentic, and thorough manner.</p>



		<p>*Note - This is an individual project for written and visual products; it may be a partner or small group project for oral products. The 3rd performance task is a part of the next unit on contemporary China since 1976.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about the traditional Chinese family (filial piety, Confucian hierarchy and patriarchy, arranged marriages, foot binding, concubines); revolutionary Chinese family (1950 Marriage Law granting equality in marriage and divorce, Great Proletarian Cultural Revolution, Red Guards).</p>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	<p>Answering daily review, preview, summary, and speculative questions.</p>
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	<p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of Chinese family values enduring or buckling under pressure from changing political and social norms and mores.</p>
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	<p>Multiple choice and short answer quizzes</p>
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	<p>Multiple choice, stimulus-based, short answer, and short essay tests.</p>



Stage 3-Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to make a list of all the ways they could get someone to do something for them. Rank them from most effective to least effective. Categorize them as acceptable and “normal” versus unacceptable and/or immoral. Mark which ones would likely be carried out by a family member and which ones are likely to be carried out by a government.	
M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day’s slideshow for all students to see and review. For example, What: List and assess the goals and methods of the Cultural Revolution. Why: If family is truly core to Chinese identity, we can learn a lot about how successful political movements were in continuing or changing family values.. How: Daily Question; Review HW; Slideshow of propaganda posters from the Cultural Revolution; watch Chinese movie; Exit Ticket	
	Teacher hooks and holds students’ attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, “Have you ever gone against the wishes of your family? What happened? If not, would you ever go against the wishes of your family? Why or why not?”	
M, A	Teacher places students into small groups to review HW and allow students to respond to study questions and acquire domain specific vocabulary. For example, students will review reading notes from anchor text, China Son.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or

M, A	Teacher initiates guided practice with primary source propaganda posters from the Cultural Revolution.	skill. Teacher looks for engaged and varied responses from multiple students.
M, A	Students work in small groups to identify subject, purpose, audience, and historical significance of sets of propaganda posters.	Teacher looks for engaged students working cooperatively with sources.
M, A	Students watch <i>Balzac and the Little Chinese Seamstress</i> with English subtitles.	Teacher looks for active listening and viewing by students.
T, M, A	<p>Students will create a graphic organizer to align examples of changes to Chinese families as represented in the anchor text, propaganda posters, and movie.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>Balzac and the Little Chinese Seamstress</i>. Dir. Sijie Dai. First Run Features. 2005.</p> <p>Chen, Da. <i>China's Son</i>. NY: Random House, 2000.</p> <p>Chang, Jung. <i>Wild Swans: Three Daughters of China</i>. NY: Touchstone, 2003.</p> <p><i>China in the World: A History Since 1644</i>. Primary Source, Inc. Cheng and Tsui. Boston. 2009.</p> <p>“My Old Home” - Lu Xun (Portrayal of differing social classes in early 20<sup>th</sup> century China)</p> <p>“Family”- Ba Jin (Portrayal of filial expectations for family members in early 20<sup>th</sup> century China)</p>	Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and compare and contrast.

	<p>“Rickshaw” by Lao She (Portrayal of the hard life of a rickshaw operator)</p> <p>“Growing Up Female” by Li Xiuwen (Account of early 20<sup>th</sup> cent. problems facing women)</p> <p>Two Accounts of Village Life – Accounts of village life by Fei Xiatong and Li Xiuwen</p> <p>The Long March – “The Bridge of Iron Chains” by Yang Zhengwu</p> <p>“The Great Snowy Mountains” Anonymous source</p> <p>“New Faith” by Ding Ling - Account of Japanese massacre in Nanjing</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. NY: McGraw-Hill, 2005.</p> <p>Pan. Philip P. <u>Out of Mao’s Shadow: The Struggle for the Soul of a New China</u>. NY: Simon and Schuster, 2008.</p> <p>Spence, Jonathan D. 2<sup>nd</sup> Edition. <u>The Search for Modern China</u>. NY: Norton, 1999.</p> <p><i>To Live</i>. Dir. Zhang Yimou. Metro-Goldwyn Mayer Studios. 1994.</p>	
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## Unit 6: Reform & Authoritarianism

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Describe a family's structure and responsibilities across time and place.</li> <li>2. Assess the role of economic development in government and society.</li> <li>3. Evaluate the international implications of a rising Chinese nation-state.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The most important thing for Chinese people continues to be family.</li> <li>• Filial piety is challenged by the rise of single child families.</li> <li>• The 21st century has introduced economic and technological changes that continue to impact Chinese families.</li> <li>• China has many stress fractures caused by economic, ethnic, and geographic cleavages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How did the economic boom of the Reform Era bring about changes to the Chinese family?</li> <li>• What are the consequences of setting a national birth policy?</li> <li>• How does the Chinese digital ecosystem guide the Chinese as citizens and consumers?</li> <li>• Is it likely China will remain a single nation state?</li> <li>• Will Chinese people accept its government's bargain of providing economic liberalization with no political</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>• The government has made a tacit agreement with its people to provide economic development and relative prosperity in exchange for political repression in a one party system.</li> <li>• China, especially under President Xi Jinping, seeks to establish itself as a world power in trade, economic development, and power politics.</li> </ul>	<p>liberalization?</p> <ul style="list-style-type: none"> <li>• What are the consequences of China's resurgence as a dominant player in world politics and international economics?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><u>Reform and Opening</u></p> <ul style="list-style-type: none"> <li>• Deng Xiaoping</li> <li>• Socialism with Chinese characteristics</li> <li>• “black cat, white cat ... as long as it catches mice”</li> <li>• Special economic zones</li> <li>• World Trade Organization membership</li> </ul> <p>One Child Policy Three Child Policy</p> <p>Tiananmen Square Massacre/Incident Chinese nationalism Return of Hong Kong “One country, two systems” Republic of China (Taiwan) Xi Jinping and Xi Jinping Thought</p> <p>Great Firewall of China Chinese internet and social media apps</p>	<p><i>Students will be skilled at...</i></p> <p>Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, and history.</p> <p>Viewing and interpreting a variety of visual sources, including photographs and clips from several Chinese movies.</p> <p>Comparing and contrasting traditional, revolutionary, and modern values as applied to Chinese families.</p> <p>Explaining a source's point of view, purpose, historical or political situation, and intended audience.</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</p>

## STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher created rubric with 4 bands of success and 2 criteria: <ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Quality of performance</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Chinese families struggled to maintain the traditional value of filial piety in the face of new Communist Party ideology that sought to break hierarchy, patriarchy, and local loyalty in favor of a modern egalitarian state.</i></p> <p>Goal/Challenge = Produce one written, visual, or oral product that accurately illustrates the family at various times in modern Chinese history.</p> <p>Role = An astute observer of the Chinese family.</p> <p>Audience = Classmates.</p> <p>Situation = Students create artifacts that represent the Chinese family in 3 periods in Chinese history: traditional (before 1911); revolutionary (1911-1976); and modern (post 1976).</p> <p>Product and performance = Students may choose which format (written, visual, oral) to match with each period. Each project should clearly include several examples of Chinese family values that were evident within the chosen historical time period.</p> <p>Standards/criteria for success = Shows a sophisticated understanding of the relevant ideas of Chinese family values and the corresponding historical period of Chinese history. The concepts and evidence used are advanced and go well above and beyond requirements. Product communicates quite effectively and is mindful of the audience, context, and purpose. Ideas are presented in an engaging, authentic, and thorough manner.</p>



<p>(T) Transfer, (M) Meaning</p>	<p>Social Studies Department Argumentative Writing Rubric with 4 bands of success and 5 criteria:</p> <ul style="list-style-type: none"> <li>● Introduction with claim and historical context</li> <li>● Support using evidence</li> <li>● Support using explanatory bridges</li> <li>● Critical thinking</li> <li>● Conventions</li> </ul>	<p>*Note this will be the 3rd choice project started in the last unit.</p> <p><i>There are different perspectives on how a country provides economic development for its citizens which present an opportunity to take a stance and defend a position using evidence from primary and secondary sources.</i></p> <p>Students will demonstrate the following facets of understanding: explanation, application, interpretation, taking a perspective, and showing empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. The response will also acknowledge alternative perspectives and refute their credibility or relevance. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The response will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>● Capitalism has been good for China.</li> <li>● China has proven itself the factory for the world. Now it is ready to be a superpower.</li> <li>● Because of its poor record on human rights, especially in relation to its autonomous minority regions (Tibet and Xinjiang), China should be sanctioned.</li> </ul> <p>*Note: This is an in-class Socratic seminar in which all students will participate.</p>
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		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.	Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about the Reform Era (1976-1989); One and Three Child Policies; control of the Chinese internet; and rise of authoritarianism under Xi Jinping.
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Answering daily review, preview, summary, and speculative questions.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of stress fractures (ethnic groups, rural/urban, peasant farmer/factory worker, education, migrant workers) in Chinese society.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests.

Stage 3-Learning Plan		
Code	<p><b>Pre-Assessment</b></p> <p>Recall the social disruption caused by the Industrial Revolution in Europe, the United States, and Japan. Make a list of all the social problems you predict will affect Chinese people as China enters the global market. Keep it and refer back to our list to see how prescient we were.</p> <p>Revisit the thematic maps from the first unit. What evidence from which maps will help guide our investigation into China's re-emergence as a world leader?</p>	
M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Describe and differentiate among the stress fractures in modern Chinese society. Why: China is a diverse country with serious cleavages that threaten the regime's stability. How: Daily Question; Review HW; Slideshow of the One and Three Child Policies; watch Chinese movie clips; Exit Ticket</p>	Progress Monitoring
M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events.</p> <p>For example, "How many of you are only children? How many have siblings?" Pair a singleton with a sibling and have them discuss their relationship with their parents, extended family members, pressure to conform to academic, athletic, community service, or financial expectations. Have students take note of similarities and differences.</p>	
M, A	Teacher places students into small groups to review HW and	Teacher review of notes as students pair with a

	<p>allow students to respond to study questions and acquire domain specific vocabulary. For example, students will review reading from Gilded Age, Gilded Cage.</p>	<p>partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
M, A	<p>Teacher initiates guided practice by analyzing photos of propaganda posters, promotional billboards, and physical installations in China promoting the one child policy.</p>	<p>Teacher looks for engaged and varied responses from multiple students.</p>
M, A	<p>Students work in small groups to read, analyze, and summarize case studies from Vanessa Fong's research about coming of age under China's one child policy.</p>	<p>Teacher looks for engaged students working cooperatively with sources.</p>
M, A	<p>Students watch Please Vote for Me tracing the efforts of three 3rd grade students who are running for class leader.</p>	<p>Teacher looks for active listening and viewing by students.</p>
T, M, A	<p>Students will create a graphic organizer to align examples of changes to Chinese families as represented in the texts, propaganda posters, and movie clips.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abraham, Cara and Michael Abraham. Slideshow of assorted photos from Beijing, Xian, Chongqing, Chengdu, and Shanghai. Yale University PIER Fellowship. 2001-2004.</p> <p>Chang, Leslie. "Gilded Age, Gilded Cage, China's Sudden Prosperity Brings Undreamed of Freedoms and New Anxieties." National Geographic May 2008.</p>	<p>Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and compare and contrast.</p>

China in the World: A History Since 1644. Ed. Primary Source Inc. Boston: Cheng and Tsui, 2009.

Fong, Vanessa, L. Only Hope: Coming of Age under China's One Child Policy. Stanford University Press, 2004.

Hessler, Peter. Country Driving: A Chinese Road Trip. New York: Harper Perennial, 2010.

*If You Are the One*. Dir. Feng Xiang. 2008.

Johnson, Ian. Director and Author. "China's Great Uprooting: Moving 250 Million to Cities". The New York Times Video. June 13, 2015.

*Last Train Home*. Dir. Fan Lixian. 2009.

Mishra, Pankaj. "The Restless Children of the Dalai Lama". *The New York Times*. December 18, 2005.

*Not One Less*. Dir. Zhang Yimou. Sony Pictures. 1999.

*Please Vote for Me*. Dir. Chen Weijun. 2007.

"The Tank Man." PBS Frontline. 11 April. 2006. WGBH Education Foundation. 2012.

WuDunn, Sheryl and Nicholas Kristof. China Wakes: The Struggle for the Soul of a Rising Power. NY: Penguin Random House, 1994.

*Young and Restless in China*. PBS Frontline. 17 June 2008. <https://www.pbs.org/wgbh/pages/frontline/youngchina/>

Zhang Xueying. "What has the Qinghai- Tibet Railway Brought to China?" *China Today*. October 2006. Excerpts 1-3.



# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Political Science

January 2025

## **New Milford Board of Education**

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Suzanne Andrews



## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Political Science Grades 11 and 12

This semester course is an elective for juniors and seniors and will be integrated into our pathways curriculum. It is intended for students to explore the possibility of a career in the political science field.

Political Science is the study of government and politics both nationally and internationally. Students examine the foundations of political institutions and how they engage and relate to citizens. This discipline allows us to reflect on human nature within the political framework. To prepare for our studies, we will first explore the ideas of ancient Greek philosophers. This allows us to see why societies have developed varying kinds of political institutions. Students will use that information to examine which political systems best facilitate the protection of certain ideals such as order, equality, freedom, and security. Since political decisions are made daily and affect the populace, students will better understand the world around them.

Connection to the Vision of a Graduate (critical thinking, communication, creativity, problem-solving, positive relationships, self-knowledge and management, growth mindset, social awareness)

- Critical Thinking - Students will actively and skillfully conceptualize, apply, and analyze public policy as it relates to human rights and ideals. Students will evaluate information from a variety of political institutions both foreign and domestic.
- Communication - Students will be able to clearly and effectively communicate using various modes of expression to explain political philosophy, argue political intent, and delineate public policy. Students will recognize their audience as they articulate the varying aspects of the political framework.
- Creativity - Students will think innovatively about political theory, suggest alternatives to issues, and apply them to solving problems, creating solutions, and communicating with others. Finding solutions to various problems takes creativity and the desire to approach issues from various points of view.
- Problem-solving - Students will be able to define a political issue whether it be economic, environmental, a global conflict, or human rights abuse. Students will determine the cause of the problem and then identify, prioritize, and offer alternatives for a solution.
- Positive Relationships / Social Awareness - Students will learn to collaborate as they examine political institutions in both large and small group settings. Students will gain more social awareness by displaying a willingness to preserve, protect, and defend the rights and liberties of constitutions.
- Self-Management - Political science is a broad field that will allow students the opportunity to pursue personal and professional goals as they explore this ever-changing and challenging field. Students will work on skills including time management, preparation for various classroom activities, and organization.

- Growth Mindset - Political science will give students the opportunity to see how political institutions and organizations seek to improve the lives of their own citizens and the international community. Students will learn that we can improve the world that we live in.

## **Pacing Guide**

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

<u>Unit 1 Political Theory</u>	5 weeks
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|--|--|
| a. What is Political science?                                  |  |
| i. Defining Politics: Who Gets What, When, Where, How and Why? |  |
| ii. Public Policy, Public Interest, and Power                  |  |
| iii. Political Science: The Systematic Study of Politics       |  |
| b. The Classical Origins of Western Political Ideologies       |  |

<u>Unit 2 Comparative Politics</u>	4 weeks
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|---|--|
| a. Governing Regimes  |  |
| iv. Contemporary Government Regimes: Power, Legitimacy, and Authority |  |
| v. Categorizing Contemporary Regimes                                  |  |

<u>Unit 3 States and International Relations</u>	5 weeks
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| a. International Relations                           |  |
| b. International Law and International Organizations |  |

<u>Unit 4 The Media</u>	4 weeks
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|--|--|
| a. The media as a political institution            |  |
| b. Types of media and the changing media landscape |  |
| c. The internet and social media                   |  |

# Unit 1: Political Theory

## Stage 1 Desired Results

ESTABLISHED GOALS CT Social Studies Standards	<i>Transfer</i>	
<p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well-being of society.</p> <p>CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets.</p> <p>CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</li> <li>• Think analytically about the balance between liberty and security and majority rule and minority rights when facing public policy choices.</li> <li>• Weigh the advantages of a unitary or federal system in responding to citizens' demands for national security, economic development, and social inequality.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Governments form because there is a need for a structure in society.</li> <li>• Various philosophical ideas may lend themselves to the formation of governmental entities.</li> <li>• The government does not work in isolation and the public has a vital role in the sustainability of that political system.</li> <li>• The political decisions made by governments affect nearly every aspect of human life.</li> <li>• Structures and public policy is enacted to create an informed citizenry.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What defines political culture?</li> <li>• How does human nature and moral purposes collide with politics?</li> <li>• What form does power take?</li> <li>• What is legitimate authority?</li> </ul>

<p>movements, get-out-the-vote campaigns, conscious consumerism).</p>		
<p>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Politics are fundamental to the human condition</li> <li>● Politics involves all the actions of government and all the people who work for, serve, or challenge it.</li> <li>● Decisions are the result of collective choice or to solve some collective problem.</li> <li>● Rules in any political environment affect who has power and how they can use it.</li> <li>● Constitutions affirm the most basic legal principles of a country or a state.</li> <li>● The choices participants make in the face of rules and reality determine political outcomes.</li> <li>● Public policy includes all the decisions governments make to influence behavior.</li> <li>● A government is one of the four elements that, along with territory, population, and sovereignty, make up a state.</li> <li>● The terms country, state, and nation-state are sometimes used</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Defining and describing politics from various perspectives</li> <li>● Identifying what makes a behavior political</li> <li>● Identifying and discussing the three core elements of any political event: rules, reality, and choices</li> <li>● Discussing varieties of constitutions</li> <li>● Describing public policy, public interest, and power.</li> <li>● Distinguishing among the terms country, state, national, and nation-state</li> <li>● Defining political conflict</li> <li>● Explaining the status quo</li> <li>● Discussing the key political concepts developed by Socrates, Plato, and Aristotle</li> <li>● Describing common themes in the ideas of Socrates, Plato, and Aristotle</li> <li>● Illustrating how the ideas of Socrates, Plato, and Aristotle contribute to contemporary political thought</li> </ul>

	<p>synonymously, but they are not at all identical.</p> <ul style="list-style-type: none"> <li>● Conflict will always exist because people have differing beliefs, values, and preferences.</li> <li>● Socrates maintained that people should seek the answers to the most fundamental of life's questions through reason.</li> <li>● Plato believed that power should be held by those who possess knowledge about the true nature of the world.</li> <li>● Aristotle argued those who rule should do so with the goal of securing the public good.</li> <li>● Aristotle believed citizens should cultivate certain virtues such as wisdom, courage, moderation, and judgment.</li> </ul>	
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher-generated rubric with 5 criteria for success.</p> <ol style="list-style-type: none"> <li>1. Purpose/Focus: Task achieves stated purpose with consistent and strong focus.</li> <li>2. Organization and Coherence: Ideas have a clear and effective structure creating unity. All required elements are complete.</li> <li>3. Connection to Government Type: All of the proposed government laws, rights, decisions, are based around your type of government.</li> <li>4. Language: Language used is effective, purposeful, and fluid with varied vocabulary and persuasive word choices and phrases.</li> <li>5. In-class presentation of government information: The presentation was engaging, and creative, and included all elements of the project.</li> </ol> <p>Levels of Performance:            4 = Exemplary            3 = Competent            2 = Developing            1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>the foundations of government.</p> <p>Students will create their ideal government based on the theories they have learned. Students will provide evidence for their ideas and justification for creating this type of government. Students will have to include the structure, such as a federal or a unity system—rights of individuals, the role of branches, elections, political parties and economic systems. Students will weigh the role of majority rule vs. minority rights.</p> <p>Product: Create their ideal government by producing one of the following products: Essay, Google presentation, Podcast, Poster or visual representation.</p> <p>Goals: Successfully argue for the characteristics of an ideal government using various philosophies.</p> <p>Role: Students will be creators and presenters of their ideal governments.</p> <p>Audience: Classmates</p> <p>Situation: Students need to ground themselves in the ideas of the role and purpose of governments. They need to apply how structures of government and the formation of public policy affect citizens.</p> <p>Performance and Purpose: Students will use evidence and analytical arguments to formulate an ideal government.</p>

		Standards/Criteria for Success: Teacher-generated rubric.
<p>A</p> <p>M, A</p> <p>T, M, A</p> <p>M, A</p> <p>M, A</p> <p>T, M, A</p>	<p>Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.</p> <p>Comprehensive responses to questions.</p> <p>Evaluation of student analysis process and conclusions.</p> <p>Cooperation and collaborative approach.</p> <p>Accuracy of responses.</p> <p>Analysis of student responses and checking for accuracy.</p>	<p>OTHER EVIDENCE:</p> <p>Guided reading and note-taking from primary and secondary sources.</p> <p>Analysis of Political Cartoons.</p> <p>Evaluation of sources generated by AI and determining if sources are credible.</p> <p>Generating material using AI platforms and engaging in “conversations” with platform about content being generated.</p> <p>Answer questions based on various levels of Bloom’s Taxonomy in class discussions.</p> <p>Filling out various graphic organizers.</p> <p>Viewing podcasts and responding to key components using transcript and summarized by AI.</p> <p>Create written responses to show, organize, analyze, and synthesize material in the unit.</p> <p>Engage in collaborative settings to answer critical thinking questions.</p> <p>Multiple choice and short answer quizzes.</p> <p>Comparison of various topics.</p>



Stage 3 – Learning Plan		
Code	<b>Pre-Assessment</b>	
	United States Civics and Government pre-test.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to the content. Content will include State policies such as traffic laws, and environmental regulations. Goal is to show how public interest is related to public policy. This will be done with text, visuals, and videos in order to present information in different ways. Students will take notes and discuss material in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,A	The Teacher will supply cases related to public policy. Case study examples include the Clean Air Act, Affordable Care Act, Every Student Succeed, War on Drugs vs. Criminal Justice Reform and the Net Neutrality policy. Students will determine if the public policy benefits citizens by using evidence.	
M,A	The teacher will lead a class discussion on the content and the changes that have occurred over the past few decades. An example of a study is the Flint Water Crisis. Students will research and share their viewpoints on these issues and engage in a mock town meeting.	
T, M, A	The teacher will provide primary and secondary sources. These primary sources can include the U.S. Constitution, selected essays from the Federalist Papers, and the Declaration of Independence. Students will use information from readings and apply them to scenarios.	

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ol style="list-style-type: none"> <li>1. Introduction to Political Science available through Openstax. <a href="#">Online textbook link</a></li> <li>2. CIA World Factbook</li> <li>3. PEW Research Center</li> <li>4. United States Constitution</li> <li>5. Encyclopedia Britannica</li> <li>6. Writings of Socrates, Plato, and Aristotle - Stanford Encyclopedia of Philosophy</li> <li>7. American Political Science Association</li> </ol>	
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### Progress Monitoring

Monitor student progress through class discussions, and exit tickets.

Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.

## Unit 2: Comparative Politics

Stage 1 Desired Results		
<p>ESTABLISHED GOALS CT Social Studies Standards</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well-being of society.</p> <p>CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets.</p> <p>CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal,</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Think analytically about the balance between liberty and security and majority rule and minority rights when facing public policy choices.</li> <li>• Discern when a situation may involve the infringement on a civil liberty or civil right.</li> <li>• Recognize signs that a regime is becoming more or less democratic or authoritarian.</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Our global society is getting increasingly competitive.</li> <li>• For citizens to function effectively in a global society, citizens learn that governing regimes interact with each other on varying scales.</li> <li>• The different approaches by these governing regimes seek to address common challenges and achieve desired goals.</li> <li>• By distinguishing among varying types of regimes and detecting trends in</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are the roles and responsibilities of government?</li> <li>• How do competing interests influence how power is distributed and exercised?</li> <li>• Who should govern?</li> <li>• What is power?</li> <li>• What is legitimate authority?</li> </ul>

<p>national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).</p>	<p>contemporary governments, citizens can draw conclusions regarding which regime is best for addressing challenges.</p>	
<p>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• A government both claims the right and has the ability to exercise power over all people in a defined geographical area</li> <li>• Max Weber theory on organizational hierarchy</li> <li>• How and why a government attains authority</li> <li>• Legitimacy is measured in perceptions of the rightfulness of government actions</li> <li>• Civil disobedience is a means to induce change</li> <li>• The erosion of a state's legitimacy can lead to state fragility</li> <li>• Shadow governments can emerge when the fragile state ultimately fails</li> <li>• Authoritarian governments have varying degrees of unchecked power</li> <li>• Authoritarian regimes may use substantial physical force to ensure compliance by developing large militaries and police networks</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Describing the nature of governing regimes</li> <li>• Defining power, authority, and legitimacy</li> <li>• Explaining the relationship among power, authority, and legitimacy</li> <li>• Discussing political history and contemporary political and legal developments surrounding governing regimes</li> <li>• Applying core concepts to contemporary examples of governing regimes</li> <li>• Discussing the nature and variety of authoritarian regimes</li> <li>• Describing the nature and variety of representative regimes</li> <li>• Analyzing the connections among legitimacy, authoritarian governments, and representative governments</li> <li>• Providing an overview of political history and contemporary political and legal developments</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Representative governments place most power in the hands of those who represent the majority of the population</li><li>• Representative governments can be structured in a number of concrete ways such as unitary system and federalism</li><li>• Parliamentary systems are structured to allow for substantial degrees of legislative action in a short period of time</li></ul> |  |
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher-generated rubric with 6 criteria for success.</p> <ol style="list-style-type: none"> <li>1. Respect for Other Team: All statements, body language, and responses were respectful and were inappropriate language</li> <li>2. Information: All information presented in this debate was clear, accurate and thorough.</li> <li>3. Rebuttal: All counter-arguments were accurate, relevant and strong.</li> <li>4. Use of Facts/Statistics: Every major point was well supported with several relevant facts, statistics and/or examples.</li> <li>5. Organization All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</li> <li>6. Understanding of Topic The team clearly understood the topic in depth and presented their information forcefully and convincingly.</li> </ol> <p>Levels of Performance:            4 = Exemplary            3 = Competent            2 = Developing            1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>the different forms of government whether they are based on democratic principles or are authoritarian in nature. Students will debate the best forms of government for citizens using case studies. Students will compare and contrast the major features of governments, and provide arguments using evidence. In doing so, students will have to evaluate the impact of different types of government on their citizens. Students will complete this assignment in a collaborative setting.</p> <p>Product: Debate presentation</p> <p>Goal: Successfully argue which type of government is best regarding its functionality and the betterment of citizens.</p> <p>Role: Students will represent citizens favoring their type of government.</p> <p>Audience: Classmates</p> <p>Situation: As we are members of an increasingly global community students will have to understand how our nation's leaders interact with leaders representing other types of governments worldwide.</p> <p>Performance and Purpose: Students will use evidence and analytical arguments to debate the various forms of government. They will prepare arguments, predict counterarguments, and generate rebuttals.</p> <p>Standards / Criteria for success: Teacher-generated rubric.</p>

A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE:  Guided reading and note-taking from primary and secondary sources.
M, A	Comprehensive responses to questions.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
T, M, A	Evaluation of student analysis process and conclusions.	
M, A	Cooperation and collaborative approach.	Create written responses to show, organize, analyze, and synthesize material in the unit.
M, A	Accuracy of responses.	
T, M, A	Analysis of student responses and checking for accuracy.	Engage in collaborative settings to answer critical thinking questions.  Multiple choice and short answer quizzes.  Comparison of various topics.



Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Vocabulary quiz on key terms that will be introduced in this unit.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of content. To introduce a comparison of a representative government, students will analyze the French system of government as opposed to that of China. Students will take notes and discuss material in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,A	The teacher presents an overview of government structures using case studies. Examples can include Nazi Germany, and the Soviet Union under Stalin, More contemporary examples could include Zimbabwe under Mugabe and Venezuela under Chavez. Students will complete an analysis of major features and determine effectiveness.	
M,A	The teacher will lead a class discussion on government structure and the changes that have occurred over the past few decades. These can include the governments of Spain, Portugal, South Korea and Taiwan. Students will research and share their viewpoints on various issues.	
T, M, A	The teacher will provide primary and secondary sources. Students will use information from readings and apply them to scenarios.	

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## Unit 3: States and International Relations

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b> CT Social Studies Standards</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well-being of society.</p> <p>CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets.</p> <p>CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reason, and fairness.</li> <li>• Assess when power and authority are balanced among several stakeholders.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The main goal of all relationships among states is to work toward making the international system one of peace and balance.</li> <li>• As with all things related to politics, who has the means to exert their power to guide the action of members of the political community determines who gets to set the terms of peace and be in charge of what balance looks like.</li> <li>• Power can be best defined as the ability to establish and enforce the</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why is foreign policy important?</li> <li>• Why do states cooperate?</li> <li>• Why do wars start?</li> <li>• Why do we live in a polarized society?</li> <li>• Can power be shared?</li> </ul>

<p>movements, get-out-the-vote campaigns, conscious consumerism).</p> <p>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.</p>	<p>rules to which all other actors in a system must adhere.</p> <ul style="list-style-type: none"> <li>● International relations also involves managing natural resources which requires navigating the claims sovereign countries have on those resources.</li> <li>● Understanding the needs of individuals depends upon them for their livelihood and thinking about the sustainability of those resources for the future.</li> </ul>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● International power for a state may include military strength and economic influence</li> <li>● States try to have comparative advantage in the production of goods and services</li> <li>● States can try to manipulate the political institutions of other countries to enlarge their sphere of influence</li> <li>● A variety of different actors dominate the international system and have their own characteristics, preferences, and methods of working</li> <li>● Recognition implies both legitimacy and equality in the eyes of the international community</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Defining power as it applies to international relations</li> <li>● Describing the different types of power political actors may possess</li> <li>● Explaining the relationship between international organizations and powerful states</li> <li>● Identifying the capabilities of a nongovernmental organization</li> <li>● Explaining why sovereignty is an essential element of states in the international system</li> <li>● Defining anarchy in the context of the international system</li> <li>● Determining the causes and effects of interstate conflict</li> </ul>

	<ul style="list-style-type: none"> <li>• Nongovernmental organizations are part of a system that looks to benefit people rather than states</li> <li>• Conflict occurs when the policy decisions of one state go against the interest of another</li> <li>• States can work cooperatively to enact strategies aimed at coercing a state to change its behavior</li> <li>• Policy shifts in one nation may have ripple effects on other states</li> <li>• States do not operate in isolation</li> <li>• Multiple actors take part in global governance</li> <li>• International law plays a crucial role in increasing the predictability of international relations</li> <li>• The recognition of state sovereignty provides the foundation for international law</li> <li>• IGOs help the international community focus on issues and coordinate action</li> <li>• NGOs mobilize individuals around a common concern</li> <li>• NGOs have been criticized for being too narrowly focused</li> <li>• Other actors on the international stage include religious leaders</li> <li>• Terrorism affects all those in the international community</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the goal of global governance and identifying the actors involved</li> <li>• Explaining how state sovereignty informs international law</li> <li>• Discussing the development of key areas of international law</li> <li>• Analysing the sources and limits of the power of the United Nations</li> <li>• Explaining the purpose of regional International Government Organizations and provide examples</li> <li>• Describe the different types and purposes of Nongovernmental Organizations</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Teacher-generated rubric with 5 criteria for success.</p> <ol style="list-style-type: none"> <li>1. Purpose/Focus: Task achieves stated purpose with consistent and strong focus.</li> <li>2. Organization and Coherence: Ideas have a clear and effective structure creating unity. All required elements are complete.</li> <li>3. Connection to Government Type: All of the proposed government laws, rights, decisions, are based around your type of government.</li> <li>4. Language: Language used is effective, purposeful, and fluid with varied vocabulary and persuasive word choices and phrases.</li> <li>5. In-class presentation of government information: The presentation was engaging, creative, and included all elements of the project.</li> </ol> <p>Levels of Performance:            4 = Exemplary            3 = Competent            2 = Developing            1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>how international communities including Non-Governmental Organizations gather to solve a problem. They will do this by showing empathy to those involved. Students will apply what they have learned about the connection between state sovereignty and the role of NGOs.</p> <p>Product: Essay, Google presentation, Podcast, Poster or visual representation.</p> <p>Goals: Successfully formulate a solution to an international issue as recognized by the United Nations.</p> <p>Role: Students will represent an American Ambassador to the United Nations.</p> <p>Audience: United Nations General Assembly.</p> <p>Performance and Purpose: Students will provide evidence of the situation and illustrate how the solution would benefit those involved and the international community.</p> <p>Standards/Criteria for Success: Teacher-generated rubric.</p>

A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE: Guided reading and note-taking from primary and secondary sources.
M, A	Comprehensive responses to questions.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
T, M, A	Evaluation of student analysis process and conclusions.	Create written responses to show, organize, analyze, and synthesize material in the unit.
M, A	Cooperation and collaborative approach.	
M, A	Accuracy of responses.	Engage in collaborative settings to answer critical thinking questions.
T, M, A	Analysis of student responses and checking for accuracy.	Multiple choice and short answer quizzes.  Comparison of various topics.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will be given a reading that covers the purpose of the United Nations and asked critical thinking questions.	
	<p>Summary of Key Learning Events and Instruction</p> <p>The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</p> <p>The teacher presents a Google slide presentation introducing students to important aspects of content. Examples can include the United Nations regarding Human Rights, the Paris Agreement on Climate Change, and NATO regarding peace and security. Students will take notes and discuss material in small groups.</p> <p>The teacher presents an overview of global issues today. Students will complete an analysis of NGOs and political (Amnesty International or Human Rights Watch), economic (World Economic Forum or Fair Trade Foundation), and environmental issues (Greenpeace).</p> <p>The teacher will lead a class discussion on international cooperation and the changes that have occurred relating to diplomacy over the last few decades. One example can be the international cooperation in combating terrorism. Students will research and share their viewpoints on case studies.</p> <p>The teacher will provide primary and secondary sources. An example of a primary source document can be the United Nations Charter. Students will use information from readings and apply them to scenarios.</p> <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <p>Monitor student progress through class discussions, and exit tickets.</p> <p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p>



	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ol style="list-style-type: none"> <li>1. Introduction to Political Science available through Openstax. <a href="#">Online textbook link</a></li> <li>2. CIA World Factbook</li> <li>3. PEW Research Center</li> <li>4. United Nations Website</li> <li>5. BBC News Country Profile</li> <li>6. American Political Science Association</li> </ol>	
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## UNIT 4: The Media

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b> CT Social Studies Standards</p> <p>CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well-being of society.</p> <p>CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets.</p> <p>CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote</p>	<p style="text-align: center;"><b><i>Transfer</i></b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Thinking critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reason, and fairness.</li> <li>Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</li> <li>Identify an ideological perspective in various forms of print, digital, and social media.</li> <li>when facing public policy choices.</li> </ul>	
	<p style="text-align: center;"><b><i>Meaning</i></b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Media plays a crucial role in democratic societies, acting as a watchdog and shaping political information.</li> <li>The media ensures government transparency, enables informed decision-making, and promotes free expression.</li> <li>The media's power to expose corruption and hold leaders accountable is vital for democracy.</li> <li>The media's power may also be restricted under more oppressive regimes.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What is freedom of the press?</li> <li>Does the media have an impact on politics?</li> <li>What is the media's role in politics and public policy?</li> <li>Is the media good or bad for the political system?</li> <li>To what extent should political leaders listen to public opinion?</li> </ul>

<p>campaigns, conscious consumerism).</p> <p>CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.</p>	<ul style="list-style-type: none"> <li>• States may use the media to control the narrative relating to domestic policy and international relations.</li> <li>• The media may also be subject to and elicit various biases that may affect individual outlooks on various political actors.</li> </ul>	
	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Media comprises four main categories</li> <li>• The press is the only profession explicitly protected by the US Constitution</li> <li>• The press acts as a fourth estate to provide checks and balances on the three branches</li> <li>• Watchdogs and muckrakers act as a check on government action and corruption</li> <li>• Values of news organizations differ across countries</li> <li>• The media can decide what they would like to report</li> <li>• Media ownership can affect what information is portrayed and how</li> <li>• Media concentration results in numerous media outlets being owned by a few corporations</li> <li>• Horse-race coverage ignores topics in which voters might be interested</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the importance of free press both in the United States and abroad</li> <li>• Describing how the media acts as a watchdog</li> <li>• Understanding and defining how political information is mediated</li> <li>• Discussing the types of media and its history</li> <li>• Explaining how ownership affects both media content and consumers and why it is relevant in the study of politics</li> <li>• Comparing and contrasting state versus privately-owned media</li> <li>• Describing why media is needed to cover elections and how they do it</li> <li>• Explaining the importance of the media for candidates running for election</li> <li>• Detailing the pros and cons of advertising in elections</li> </ul>

	<ul style="list-style-type: none"> <li>• Success candidates rely heavily on media strategies</li> <li>• Social Media has become an indispensable tool for activists</li> <li>• Political polarization results in lower levels of trust in institutions</li> <li>• Social media amplifies the trend toward disinformation</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how the Internet and social media have changed other forms of media</li> <li>• Understanding the impact of social media on politics</li> <li>• Detailing how social media in particular has different effects on how we understand and interact with politics and political information</li> <li>• Detailing levels of trust in the media in the US and around the world</li> <li>• Analyzing why levels of trust in the media have steadily declined</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T ,M, A	<p>Teacher-generated rubric with 5 criteria for success.</p> <ol style="list-style-type: none"> <li>1. Purpose/Focus: Task achieves stated purpose with consistent and strong focus.</li> <li>2. Organization and Coherence: Ideas have a clear and effective structure creating unity. All required elements are complete.</li> <li>3. Connection to Government Type: All of the proposed government laws, rights, decisions, are based around your type of government.</li> <li>4. Language: Language used is effective, purposeful, and fluid with varied vocabulary and persuasive word choices and phrases.</li> <li>5. In-class presentation of government information: The presentation was engaging, creative, and included all elements of the project.</li> </ol> <p>Levels of Performance:            4 = Exemplary            3 = Competent            2 = Developing            1 = Beginning</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>the importance of a free press in a democratic society and how that compares to state-owned media outlets. Students will show how the media conveys information to the public and determine if there is bias.</p> <p>Product: Essay, Google presentation, Podcast, Poster or visual representation.</p> <p>Goal: Analyze how different media outlets cover 3 current political issues.</p> <p>Role: Students will research the political issues, create the Google Slides or Canva and present to the class.</p> <p>Audience: Classmates</p> <p>Situation: Students will need to determine the validity and impact of the media's reporting of political situations. They will need to assess how this impacts public perception of the government and political parties.</p> <p>Performance and Purpose: Students will provide an overview supported by evidence to produce a comparison. An analysis of 3 political issues will be utilized as a foundation for the comparison.</p> <p>Standards/Criteria for Success: Teacher-generated rubric.</p>

A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE:  Guided reading and note-taking from primary and secondary sources.
M, A	Comprehensive responses to questions.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
T, M, A	Evaluation of student analysis process and conclusions.	Create written responses to show, organize, analyze, and synthesize material in the unit.
M, A	Cooperation and collaborative approach.	Engage in collaborative settings to answer critical thinking questions.
M, A	Accuracy of responses.	
T, M, A	Analysis of student responses and checking for accuracy.	Multiple choice and short answer quizzes.  Comparison of various topics.

Stage 3 – Learning Plan		
Code	<b>Pre-Assessment</b>	
	Students will be given a true/false quiz about the content that will be learned in this unit.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.	Monitor student progress through class discussions, and exit tickets.
A	The teacher presents a Google slide presentation introducing students to important aspects of the content. Examples to demonstrate the media's role as a watchdog include Watergate, the Pentagon Papers, and Whistleblower reports. Students will take notes and discuss material in small groups.	Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.
M,A	The teacher presents various primary and secondary sources and students will analyze and evaluate the sources. Examples can include the Report of the Special Prosecutor and the Senate Watergate Commission Hearing papers for the Watergate scandal.	Monitor student progress through various summative assessments which may include inquiry-based projects.
M,A	The teacher will provide primary and secondary sources. Students will use information from readings and apply them to scenarios. Students can review Social Media and Hijacking Democracy.	
T, M, A	The teacher will lead a class discussion on aspects of political science and the changes that have occurred in recent history. Students will research and share their viewpoints on these ideas.	
	<u>Resources:</u>	

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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Sociology

April 2025

## **New Milford Board of Education**

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Lisa Lee

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Sociology

### 11th and 12th grade

An elective course centered on the behavior of people in groups and society. Topics included are perspectives in sociology, culture, socialization, social institutions, social interaction, groups, deviance, social change, collective behavior, and competition in society. This is a semester course.

This applies to our vision of the graduate by:

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

## **Pacing Guide**

Theories and Perspectives- 3 weeks

Culture- 4 weeks

Social Structure and Socialization- 5 weeks

Social Institutions- 4 weeks

# Unit 1: Sociological Theories and Perspectives

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>(American Sociological Association)</p> <p>ASA.D.1.1: Students will identify sociology as a scientific field of inquiry.</p> <p>ASA.D.1.2: Students will compare and contrast the sociological perspective and how it differs from other social sciences.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Analyze and interpret information from a variety of sources and use that information to evaluate and make informed decisions regarding social issues.</li> <li>Evaluate how sociological perspectives help us see the world and its events differently.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Sociology is the study of human society and social behavior.</li> <li>Sociology is concerned with how groups influence and affect behavior. This study gives us the ability to see the connection between the larger world and our personal lives, and how people relate to one another and influence each other's behavior</li> <li>The sociological perspective and the sociological imagination: enrich our understanding of human behavior and society.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does society function?</li> <li>How does sociology help us understand the world around us?</li> <li>How does bias shape the way we think about people and the world around us?</li> <li>How do internal and external factors shape our everyday behaviors?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>● Conflict Theory</li> <li>● Functionalism</li> <li>● Dysfunction</li> <li>● Micro Analysis</li> <li>● Macro Analysis</li> <li>● Sociology</li> <li>● Social Science</li> <li>● Symbols</li> <li>● Symbolic Interactionism</li> <li>● Sociological Imagination</li> <li>● Theories</li> <li>● Sociological Perspective</li> <li>● Karl Marx</li> <li>● Emilie Durkheim</li> <li>● C. Wright Mills</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● Analyzing how sociology views and studies human behavior, and how its particular areas of focus are similar to and different from each of the other social sciences.</li> <li>● Discussing the social changes and the changing social conditions that fostered the development of sociology as a distinct academic discipline in the middle of the nineteenth century</li> <li>● Identifying and applying the three theoretical perspectives in sociology</li> <li>● Identifying and use the various methods of research</li> <li>● Reading, discussing, and analyzing The Sociological Imagination and apply ways to use a "sociological imagination"</li> <li>● Explaining the sociological perspective: what it is, what it offers, and why C. Wright Mills referred to it as "the intersection of biography (the individual) and history (the social factors that influence the individual)."</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> <li>- Required elements</li> <li>- Authentic Content</li> <li>- Presentation Style</li> <li>- Process</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...  ...<b>symbolic interactionism</b>, <b>functionalism</b>, and <b>conflict theory</b> by analyzing key characters, events, and symbols in <i>The Hunger Games</i>. They will apply each theory to interpret societal structures, relationships, and power dynamics in the film.</i></p> <p>GRASPS</p> <p>Goal/challenge - Using their sociological imagination, students will view <i>Hunger Games</i> and then evaluate the movie and characters based on the three sociological theories.</p> <p>Role for student- Students will take on the role of a sociologist by evaluating the movie using a sociological imagination.</p> <p>Audience for student work- Peers who will evaluate their finished pieces of work.</p> <p>Situation - Using an inquiry based model, students will have to show their understanding of sociological theories.</p> <p>Products and performances generated by students- Students will have several choices to show their understanding of sociological perspectives.</p> <p>Standards/criteria for judging success- Rubric</p>



A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Comprehensive responses to questions.	Guided reading and note-taking from primary and secondary sources.
T, M, A	Evaluation of student analysis process and conclusions.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
M, A	Cooperation and collaborative approach.	Create written responses to show, organize, analyze, and synthesize material in the unit.
M, A	Accuracy of responses.	Multiple choice and short answer quizzes.
T, M, A	Analysis of student responses and checking for accuracy.	Comparison of various topics.

### Stage 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Students will complete a Kahoot to activate and test prior knowledge.	
A,T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</p>	<p>Progress Monitoring</p> <p>Monitor student progress through class discussions, and exit tickets.</p>
A	<p>The teacher presents a Google slide presentation(text, pictures, and videos) introducing students to important aspects of sociology. Students will take notes and discuss material in small groups.</p>	<p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p>
A,M	<p>The teacher presents an overview of sociological imagination. Students will apply it to analyze current events, connecting personal experiences to broader societal patterns.</p>	
M,T	<p>The teacher will lead a class discussion on sociological perspectives. Students will research and apply the perspectives to societal issues using a jigsaw method.</p>	
M,T	<p>The teacher will provide primary and secondary sources. Students will work to fill out graphic organizers for the perspectives. Students will then use information from readings and apply them to scenarios.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to</p>	

	<p>New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Crash Course Videos New York Times OpenStax Hunger Games</p>	
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## Unit 2: Culture

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ASA.D.2.1: Students will describe the components of culture.</p> <p>ASA.D.2.2: Students will analyze how culture influences individuals, including themselves.</p> <p>ASA.D.2.4: Students will assess how social institutions and cultures change and evolve.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to</i></p> <p>...</p> <ul style="list-style-type: none"> <li>analyze the culture of societies in order to understand how social patterns are created and maintained over time.</li> <li>use critical thinking and problem solving skills to understand how societal norms dictate behaviors and the impact they have on different societal groups.</li> </ul>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Culture comprises distinct components that intricately shape the beliefs, values, and behaviors within a society, highlighting the profound influence of shared symbols, norms, and traditions in fostering a collective identity and guiding social interactions.</li> <li>Culture plays a pivotal role in shaping individual identities, values, and behaviors, influencing self-reflection</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do the components of culture contribute to shaping the beliefs, values, and behaviors within a society?</li> <li>How does culture exert influence on individuals, including self-reflection, shaping their identities, values, and behaviors?</li> <li>How do cultures undergo change and evolution, and what factors contribute to</li> </ul>

	<p>and contributing to the intricate tapestry of personal and collective experiences.</p> <ul style="list-style-type: none"> <li>• Cultures are dynamic entities that undergo continuous change and evolution, shaped by a complex interplay of internal and external factors, influencing the fabric of societies over time.</li> </ul>	these dynamic transformations over time?
	<b>Acquisition</b>	
	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Subculture</li> <li>• Relativism</li> <li>• Norms</li> <li>• Values</li> <li>• Beliefs</li> <li>• Language</li> <li>• Folkways</li> <li>• Mores</li> <li>• Taboo</li> <li>• Ethnocentrism</li> <li>• Culture Shock</li> <li>• Technology</li> <li>• Sanctions</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Defining the meaning of the term culture and explain how material culture and nonmaterial culture differ</li> <li>• Identifying and describing the basic components of culture -Describe cultural universals and explain why they exist</li> <li>• Identifying factors that account for variations among and within cultures</li> <li>• Defining values, norms, sanctions, folkways, mores, and taboos; provide examples of each; and discuss their sociological significance</li> <li>• Explaining why language is the basis of culture, including why it is critical to human life and essential for cultural development -Identifying the basic values that form the foundation of American culture and rank them in order of</li> </ul>

		importance -Describe and analyze how technology has influenced changing American values
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> <li>- Required elements</li> <li>- Authentic Content</li> <li>- Presentation Style</li> <li>- Process</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>- the role of the components of culture and its impact on society by evaluating a country and analyzing its components of culture.</li> </ul> <p>GRASPS</p> <p>Goal/challenge - Students are tasked to complete research and evaluate a country that would be the best place to begin a company expansion. Students must analyze and evaluate the culture to see if it would be practical.</p> <p>Role for student- Researchers who are analyzing a culture</p> <p>Audience for student work- The company who hired them to complete the research.</p> <p>Situation - Students will be working for a company to analyze and evaluate the culture of a company looking to expand their market.</p> <p>Products and performances generated by students- Students will be able to demonstrate their research through Google Slides, podcasts, a Vlog or an infographic.</p> <p>Standards/criteria for judging success- Rubric</p>

A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Comprehensive responses to questions.	Kahoots
T, M, A	Evaluation of student analysis process and conclusions.	Guided reading and note-taking from primary and secondary sources.
M, A	Cooperation and collaborative approach.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
M, A	Accuracy of responses.	Create written responses to show, organize, analyze, and synthesize material in the unit.
T, M, A	Analysis of student responses and checking for accuracy.	Multiple choice and short answer quizzes.
		Comparison of various topics.



Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Students will complete a Kahoot to activate and test prior knowledge.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will provide students with a 10 minute mini-interactive lecture and students will complete outlines, discussion questions, case studies, graphic organizers, media analysis, and reaction papers relevant to the unit.</li> <li>Teacher will give students primary and secondary sources and students will read, discuss, and analyze the sources.</li> <li>Students will evaluate and apply sociological terms as they relate to literature, art, and media (television, films, and magazines)</li> <li>Students will explore what American Culture is by creating a project that reflects their view of the culture using material and non-material culture.</li> <li>Students will debate a ranking of the American Values forming an argument and providing a reason to your list.</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford</p>	<p>Progress Monitoring</p> <p>Monitor student progress through class discussions, and exit tickets.</p> <p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p>

	<p>Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"><li>● Nacirema Reading</li><li>● Modern Family</li><li>● NY Times articles</li><li>● Fresh Off the Boat- pilot episode</li><li>● National Geographic Taboo</li><li>● Yearbooks from NMHS</li></ul>	
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## Unit 3: Social Structure and Socialization

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ASA.D.3.1: Students will describe the process of socialization across the life course.</p> <p>ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</li> <li>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Socialization is the interactive process by which we learn to become human beings.</li> <li>Groups, roles, and statuses give human beings guidelines, models, and expectations for human behavior.</li> <li>Groups, roles, and statuses can come into conflict, and may influence behavior positively or negatively.</li> <li>Different theories of self-development, the impact of agents of socialization, and the ongoing process of socialization across the lifespan contribute to our understanding of</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do the groups, roles, and statuses in life affect us?</li> <li>How does the process of socialization unfold across the life course, shaping individuals' attitudes, beliefs, and behaviors within society?</li> <li>How is the self socially constructed, and what factors contribute to the shaping of individual identity within the broader societal context?</li> </ul>

	social behaviors.	
	<b>Acquisition</b>	
	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• Social Structure</li> <li>• Status</li> <li>• Role</li> <li>• Ascribed Status</li> <li>• Achieved Status</li> <li>• Master Status</li> <li>• Reciprocal Roles</li> <li>• Role Expectations</li> <li>• Role Performance</li> <li>• Role Set</li> <li>• Role Conflict</li> <li>• Formal group</li> <li>• informal group</li> <li>• in group</li> <li>• out group</li> <li>• socialization</li> <li>• John Locke- Tabula Rasa Theory</li> <li>• Charles Cooley- Looking Glass Self</li> <li>• George Meade- Roletaking</li> <li>• Total Institution</li> <li>• Resocialization</li> <li>• Social stratification</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Defining social structure, list its major components, and discuss how it guides people's behaviors.</li> <li>• Understanding the concepts of culture, social class, social status, roles, groups, and social institutions.</li> <li>• Discussing how a person's social location in the social structure underlies his or her perceptions, attitudes, beliefs, and actions.</li> <li>• Differentiating between role conflict and role strain, and provide examples of each.</li> <li>• Describing the social characteristics, relationships, and/or functions that are associated with primary groups, secondary groups, in-groups and out-groups, reference groups, social networks, and electronic communities</li> <li>• Organizing, distinguishing between, and stating the respective strengths and limitations of the following theorists' insights into human development: Charles</li> </ul>

		<p>Horton Cooley, George Herbert Mead, and John Locke</p> <ul style="list-style-type: none"> <li>• Synthesizing reasons why socialization is a lifelong process and summarize the needs, expectations, and responsibilities that typically accompany different stages of life.</li> <li>• Justifying why human beings are not prisoners of socialization while providing examples of how people exercise a considerable degree of freedom over which agents of socialization to follow, and which cultural messages to accept or reject from those agents of socialization.</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> <li>- Required elements</li> <li>- Authentic Content</li> <li>- Presentation Style</li> <li>- Process</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>- Socialization and social structure are complex ideas. Students will watch a movie about growing up in Compton during the 1990s and 2000s. Students will use the concepts they learned in this unit to be participants in a socratic seminar. They will attempt to answer the question- “How does social stratification impact society?”</li> </ul> <p>GRASPS            Goal/challenge - Students will watch a movie, complete research, and participate in a socratic seminar to answer the question-“How does social stratification impact society?”</p> <p>Role for student- Students will be active participants in the discussion.</p> <p>Audience for student work- their peers</p> <p>Situation - Using an inquiry-based model, students will formulate questions to define what factors play a role in our development and our place in society. This critical thinking exercise will allow students to analyze social stratification and see its impact on society. Students are required to gather evidence from various sources to answer the question.</p> <p>Products and performances generated by students- Students will be able to demonstrate their research through their discussions and reflection.</p> <p>Standards/criteria for judging success- Rubric</p>

A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Comprehensive responses to questions.	Kahoots
T, M, A	Evaluation of student analysis process and conclusions.	Guided reading and note-taking from primary and secondary sources.
M, A	Cooperation and collaborative approach.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
M, A	Accuracy of responses.	Create written responses to show, organize, analyze, and synthesize material in the unit.
T, M, A	Analysis of student responses and checking for accuracy.	Multiple choice and short answer quizzes.  Comparison of various topics.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will complete a Kahoot to activate and test prior knowledge.	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</li> <li>• The teacher presents a Google slide presentation introducing students to important aspects of socialization. Students will take notes and discuss in small groups.</li> <li>• The teacher provides readings to students about socialization and social structure. Students will watch TV shows and analyze the changes of socialization and social structure throughout the decades. Students will engage in class discussions and create an infographic.</li> <li>• Students will look at various case studies (Genie the Wild Child, The Saints and Roughnecks, Indian Caste System and the Titanic) and evaluate their impact on society.</li> <li>• Students will read a children's book and apply the theories of self to the book.</li> </ul>	<p>Progress Monitoring</p> <p>Monitor student progress through class discussions, and exit tickets.</p> <p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p> <p>Monitor student progress through various summative assessments which may include inquiry-based projects.</p> <p>Score GRASPS via assignment rubric.</p>



Resources:

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- NY Times articles
- Children's book
- Leave It To Beaver
- Brady Bunch
- Modern Family
- Case Studies listed above

## Unit 4: Social Institutions

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ASA.D.2.3: Students will evaluate important social institutions and how they respond to social needs.</p> <p>ASA.D.3.3: Students will examine the social construction of groups and their impact on the life chances of individuals</p> <p>M.W. Inq 3 b: Organize and prioritize evidence directly and substantially from multiple sources in order to develop or strengthen claims.</p> <p>M.W. Inq 4 b: Construct explanations using sound reasoning, correct sequence, relevant examples and pertinent details to contextualize evidence and arguments.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Evaluate how social institutions shape and influence individual behavior, societal norms, and the overall fabric of human interaction.</li> <li>Compare/contrast status roles and identity formation in the world.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Social institutions play a vital role in responding to societal needs, and their effectiveness can be assessed through the application of specific criteria, fostering a deeper understanding of their impact on the well-being and functioning of a community or society.</li> <li>The social construction of groups significantly shapes individuals' life chances, with societal perceptions playing a crucial role in determining opportunities and outcomes, highlighting the complex interplay</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do social institutions respond to societal needs, and what criteria can be used to evaluate their effectiveness in addressing and meeting these needs?</li> <li>How does the social construction of groups influence the life chances of individuals, and what role does societal perception play in shaping opportunities and outcomes?</li> </ul>

	between group dynamics and individual experiences within a broader societal context.	
	<b>Acquisition</b>	
	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• family</li> <li>• aging</li> <li>• family dynamics</li> <li>• ageism</li> <li>• education disparities</li> <li>• government</li> <li>• economy</li> <li>• rituals</li> <li>• cults</li> <li>• institution</li> <li>• marriage</li> <li>• social promotion</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying, explaining, and tracing how adolescence has developed as a distinct stage of life in the United States</li> <li>• Identifying and discussing ways lines are blurry between adults and teenagers</li> <li>• Analyzing how and why dating has evolved over time.</li> <li>• Comparing and contrasting theories of development over the lifespan.</li> <li>• Examining how and why the nature of work has changed in the United States</li> <li>• Analyzing how the composition of the labor force has changed</li> <li>• Defining and illustrating the issues related to aging</li> <li>• Analyzing and evaluating the role of religion and cults in today's society</li> </ul>



## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The teacher created a Rubric with 4 bands of success:</p> <ul style="list-style-type: none"> <li>- Required elements</li> <li>- Authentic Content</li> <li>- Presentation Style</li> <li>- Process</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>- social institutions shape and influence individual behavior, societal norms, and the overall fabric of human interaction, particularly in the context of status roles and identity formation by examining the American Dream.</p> <p>GRASPS            Goal/challenge - Students will analyze and evaluate the question- Does the American dream still exist?</p> <p>Role for student- Students will be given a choice of mediums (art work, song, infographic, podcast or essay) to show what the American dream looks like in today's society.</p> <p>Audience for student work- their peers</p> <p>Situation - Using an inquiry-based model, students will formulate questions to illustrate what the American dream looks like today.. This critical thinking exercise will allow students to analyze the social institutions that exist in America today. Students are required to gather evidence from various sources to answer the question and show their understanding in their choice of mediums.</p> <p>Products and performances generated by students- Students will be able to demonstrate their research and analysis through a medium of their choice.</p> <p>Standards/criteria for judging success- Rubric</p>

A	Evaluation of student responses using accuracy in content, vocabulary, and completion of graphic organizers.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Comprehensive responses to questions.	Kahoots
T, M, A	Evaluation of student analysis process and conclusions.	Guided reading and note-taking from primary and secondary sources.
M, A	Cooperation and collaborative approach.	Answer questions based on various levels of Bloom's Taxonomy in class discussions.
M, A	Accuracy of responses.	Create written responses to show, organize, analyze, and synthesize material in the unit.
T, M, A	Analysis of student responses and checking for accuracy.	Multiple choice and short answer quizzes.
		Comparison of various topics.

Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Students will complete a Kahoot to activate and test prior knowledge.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
	<p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</li> </ul>	<p>Monitor student progress through class discussions, and exit tickets.</p>
A,T	<ul style="list-style-type: none"> <li>The teacher previews the unit with an overview of topics to be examined and students will complete pre-assessment.</li> </ul>	<p>Monitor student progress through a variety of formative assessments such as scoring Kahoots, Reading for Information activities, the use of graphic organizers, and accurate completion of station activities.</p>
A	<ul style="list-style-type: none"> <li>The teacher presents a Google slide presentation introducing students to important aspects of social institutions. Students will take notes and discuss in small groups.</li> </ul>	<p>Monitor student progress through various summative assessments which may include inquiry-based projects.</p>
M,T	<ul style="list-style-type: none"> <li>The teacher provides readings to students about social institutions. Students will watch docu- series about institutions in America and analyze the changes of social institutions. Students will engage in class discussions.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>Students will look at various case studies (cults, role of religion, growing up in a capitalist society) and evaluate their impact on American society and how they influence the American dream.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>Students will analyze how music used in films and television shows can be used to discover larger meanings.</li> </ul>	

M,T	<ul style="list-style-type: none"> <li>• Students will compare/contrast American school systems to those in Finland.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• NY Times articles</li> <li>• Modern music</li> <li>• Where to Invade Next</li> <li>• The Program</li> <li>• Case Studies listed above</li> </ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 Social Studies: United States History

April 2025

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## **Authors of Course Guide**

Mitchell Kindred & Holly Scheck

### **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# United States History

## 8th Grade

This course is an overview of American history from the early 1500s through the late nineteenth century. Through inquiry, students will study a variety of primary and secondary sources to answer essential questions about the events, people, documents, and technology that shaped our history and continues to influence our world today

Students will develop writing, inquiry, creative, and critical thinking skills through transferable lessons.

### Core Standards Connections to the Connecticut (CSS)

The Literacy in History/Social Studies, Science, and Technical Subjects standards can be accessed at CCSS.ELA-Literacy.RH.6-8, CCSS.ELA-Literacy.RH.9-10, and CCSS.ELA-Literacy.RH.11-12. Source:

<http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

### **Pacing Guide**

Unit 1: Native Americans and Colonialism	6 Weeks (September-October)
Unit 2: The Revolutionary Era	7 Weeks (October-November)
Unit 3: The U.S. Constitution	8 Weeks (December-January)
Unit 4: Westward Expansion/Reform movements	6 Weeks (February-March)
Unit 5: The Civil War	8 Weeks (April-May)
Unit 6: Reconstruction	5 Weeks (May-June)

# Unit 1: Native Americans and Colonialism

## Stage 1 Desired Results

### ESTABLISHED GOALS

8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies.

8.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels overtime, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

8.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.

8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility).

8.His.1.a. Explain the events and developments that led to the establishment of colonies in the Atlantic and Pacific Worlds (e.g., desire for religious liberty, natural resources, economic opportunities, technological advancements).

### *Transfer*

*Students will be able to independently use their learning to...*

- Research and gather evidence
- Present arguments using information they have gathered
- Analyze, compare and contrast

### *Meaning*

#### UNDERSTANDINGS

*Students will understand that...*

- Native Americans from around the country have varying cultures, lifestyles, history, etc.
- The three colonies that started in the United States were created for different reasons with various outcomes
- New England, middle and southern colonies were very contrasting

#### ESSENTIAL QUESTIONS

*Students will keep considering...*

- What was life like in the US before European settlements?
- How did Roanoke, Jamestown and Plymouth colonies help with the founding of the country?
- How were the New England, middle and southern colonies similar and different?

		<ul style="list-style-type: none"> <li>The original 13 colonies will be important to the start of the American Revolution</li> </ul>	
		<b>Acquisition</b>	
		<i>Students will know...</i> <ul style="list-style-type: none"> <li>Cultures, locations, history, government systems, famous leaders, modern problems, and impactful events about different Native American tribes</li> <li>Roanoke Colonies theories about what happened there, why it was founded, its location</li> <li>The differences between Jamestown and Plymouth Colony; Specifically looking at why, where, who and what?</li> <li>The founding of the 13 colonies and why/who created them</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Analyzing primary and secondary sources.</li> <li>Comparing perspectives on different events.</li> <li>Gathering evidence using primary and secondary sources.</li> <li>Making a claim based on evidence</li> <li>Writing persuasive arguments to defend claims using evidence from primary sources</li> <li>Comparing and contrasting using various sources.</li> </ul>

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T <ul style="list-style-type: none"> <li>- A</li> <li>- M,A</li> <li>- T,M,A</li> <li>- T</li> <li>- T, M</li> <li>- T</li> </ul>	Checklist/Rubric <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand the creation of the colonies and life before Europeans</i></p> <p><b><u>Native Regions Project</u></b>            Goal: Students can research to understand the history and present lives of Native American tribes around the country            Role: Historian gathering and explaining Native Americans tribes throughout the United States            Audience: Fellow historians            Situation: Looking at history through multiple lenses            Product: Google slides or poster to display information            Standard: C3 Rubric</p> <p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Roanoke Investigation: Sources and Theory writing</li> <li>- Compare &amp; contrast Jamestown and Plymouth Colony Worksheet</li> <li>- 13 Colonies Scavenger Hunt</li> <li>- Compare &amp; contrast New England, middle and southern colonies poster</li> <li>- 13 colonies quiz</li> </ul>

### Stage 3 – Learning Plan

Code	<p style="text-align: center;"><b>Pre-Assessment</b></p> <p>Students will answer the following questions before the unit:</p> <ul style="list-style-type: none"> <li>- Who are Native Americans?</li> <li>- What was life like in America before Europeans explored and colonized it?</li> </ul>	
<p>A</p> <p>T</p> <p>A</p> <p>T, A</p> <p>T, A</p> <p>A</p> <p>M</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will introduce different Native American Tribes across the country</li> <li>• Students will use multiple sources to investigate a specific Native American Tribe's life with a choice of various regions.</li> <li>• Students will identify and locate Native American regions on a map of the US.</li> <li>• Students will analyze different sources to create a theory of what happened to the Roanoke Colony.</li> <li>• The teacher will use the film Pochahontas to showcase inaccuracies in cultural depictions of Native Americans.</li> <li>• Students will compare and contrast the colonies of Plymouth and Jamestown.</li> <li>• Students will analyze and historically critique a video determining fiction vs. nonfiction in a video depiction of the Jamestown Colony.</li> <li>• Students will discover how and why each of the 13 Colonies were founded.</li> <li>• Students will create a poster to compare and contrast different aspects of the 13 Colonies.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Worksheet/assignment responses related to the essential questions</li> <li>- Research and inquiry development process</li> </ul>




### Resources:

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Native Vocabulary: [Vocab for Natives](#)

#### Native Tribes Project

- [Note Sheet](#)
- [Project Overview](#)
-  Links for Tribal Info:
- [Native American Leaders Shaping the Biden-Harris Administration](#)


#### Roanoke Historical Investigation

- Sources
- [Source Questions](#)
- Paragraph

#### Battle of the 13 Colonies

- Google Slide
- Notes Sheet/Voting

#### Pocahontas Video Questions

-  Pop Culture's View on History: Pocahontas (1995)

## Unit 2: American Revolution

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b>        8.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.        8.His.4.a. Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship).        8.His.4.a. Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship).        8.His.10.a. Describe how individual and group perspectives of the American Revolution are documented in historical records while identifying representation of marginalized voices (e.g.,</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry</li> <li>• Evaluate sources and use evidence</li> <li>• Communicate conclusions &amp; take informed action</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Events prior to the Revolution gradually built tensions with the American colonies.</li> <li>• Conflicts normally are a result of multiple events.</li> <li>• Individuals can have a big impact on events.</li> <li>• How a new country conducts itself after gaining independence</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Was the American Revolution inevitable?</li> <li>• How were the colonists able to defeat the British?</li> <li>• How did early American events and documents shape the American identity?</li> </ul>

journals, letters, pamphlets, newspaper articles from sources such as the Hartford Daily Courant).	<p style="text-align: center;"><b>Acquisition</b></p> <div> <div> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● Great Britain's victory in the French and Indian War came at a great cost and led to their increased presence in the colonies.</li> <li>● Great Britain imposed taxes on the colonists without their consent or representation.</li> <li>● Acts of civil disobedience were used to combat mistreatment by the King.</li> <li>● The Continental Congress issued the Declaration of Independence and formed the United States of America.</li> <li>● The importance of leaders on both sides.</li> <li>● Women and people of color contributed to the war effort.</li> <li>● Americans overcame great odds to win an eight year war with the help of allies.</li> </ul> </div> <div> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● Analyzing primary sources.</li> <li>● Comparing perspectives on different events.</li> <li>● Gathering evidence using primary and secondary sources.</li> <li>● Making a claim based on evidence</li> <li>● Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul> </div> </div>	
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T <ul style="list-style-type: none"> <li>- A</li> <li>- M,A</li> <li>- T,M,A</li> <li>- T</li> <li>- T, M</li> <li>- T</li> </ul>	Checklist/Rubric <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand the development of tensions between the colonists and Great Britain.</i>  <a href="#">Letter to King George</a> Goal: Students understand the causes of the American Revolution. Role: A member of the First Continental Congress Audience: King George Situation: The Continental Congress has agreed it's time for independence Product: A letter to King George dissolving their relationship with Great Britain Standard: C3 Rubric  <b><u>Unsung Heroes of the Revolution</u></b> Goal: Students will understand how women and minorities helped America become an independent nation. Role: Museum Curator Audience: Students Situation: Students will create a new display on a person of their choosing and their contributions to the Revolutionary War. Product: Google slideshow or physical display Standard: Rubric
T, A <ul style="list-style-type: none"> <li>- A</li> <li>- T</li> <li>- M, T</li> <li>- A, T</li> </ul>	<a href="#">Reading Like a Historian Rubric</a> <ul style="list-style-type: none"> <li>- Reliable sources</li> <li>- Historical accuracy</li> <li>- Neat and organized information</li> <li>- Presented well</li> </ul>	

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Unit Vocabulary Quiz</li> <li>- Timeline of Events</li> <li>- Entrance/Exit Slips</li> <li>- Benedict Arnold letter</li> <li>- <b>Unit Test</b></li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
T	Students will respond to open-ended questions regarding the founding of our country. <ul style="list-style-type: none"> <li>- What country was America once part of?</li> <li>- How did the United States of America become a country?</li> <li>- What document describes our desire to become our own country?</li> </ul>	
A A A A, M A, M, T A, M A, M A, M, T A, M M, T A, M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>• Students will compare and contrast aspects of the northern, middle, and southern colonies</li> <li>• Students take notes on the causes and key points of different tax laws including the Sugar Act, Stamp Act, and Townshend Acts</li> <li>• Students will debate who was at fault in the Boston Massacre</li> <li>• The teacher will proctor the student's debate on the Boston Massacre</li> <li>• Students will write a Breakup Letter with King George</li> <li>• Students will watch a video about Lexington and Concord and analyze the importance of this early victory</li> <li>• Students will discuss the advantages of both sides of the war using the Venn diagram</li> <li>• The teacher will give explicit instruction on major battles and events of the Revolutionary War</li> <li>• Students will read an article about Valley Forge and</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Class discussions</li> <li>• Exit tickets</li> <li>• Notebook/assignment responses related to the essential questions</li> <li>• Explicit instruction on research and inquiry development process</li> </ul>

A, M	<p>how the time there transformed the Continental Army.</p> <ul style="list-style-type: none"> <li>Students will research the contributions of women and minorities to the war effort.</li> </ul>	
A		
A, T	<u>Resources:</u>	
A, M, T	All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	
A, M		
A, M		
A, M, T		

<ul style="list-style-type: none"> <li>- Textbook</li> <li>- U.S. History Atlas (Nystrom)</li> <li>- Performance Task Ideas <ul style="list-style-type: none"> <li>- <a href="https://docs.google.com/document/d/1iPLQ93JxlefC3C-xnSJ-JKdJYNdqRLUZgcGtlurWh98/edit">https://docs.google.com/document/d/1iPLQ93JxlefC3C-xnSJ-JKdJYNdqRLUZgcGtlurWh98/edit</a></li> </ul> </li> <li>- America: Story of US (History Channel) Episodes: Rebels, Revolution <ul style="list-style-type: none"> <li>- <a href="http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guides">http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guides</a></li> </ul> </li> <li>- The American Revolution ○ <a href="https://www.docsteach.org/topics/american-revolution">https://www.docsteach.org/topics/american-revolution</a> Primary/Secondary Source Graphic Organizer Breakup Letter to King George III ○ <a href="https://docs.google.com/document/d/1ParRAuxjryhNULwdxGVN0iOF2jRNjMgi1uE5lcRR6-s/edit">https://docs.google.com/document/d/1ParRAuxjryhNULwdxGVN0iOF2jRNjMgi1uE5lcRR6-s/edit</a></li> <li>- Persuasive Letter Tips and Requirements ○ <a href="https://docs.google.com/document/d/1bZPbBWjZqbdbYIp1Df0NVHKve5NVzN91ZZ2x4SobLE4/edit">https://docs.google.com/document/d/1bZPbBWjZqbdbYIp1Df0NVHKve5NVzN91ZZ2x4SobLE4/edit</a></li> <li>- Stamp Act Text ○ <a href="http://www.stamp-act-history.com/tag/original-text/">http://www.stamp-act-history.com/tag/original-text/</a></li> <li>- Common Sense by Thomas Paine (excerpts) ○ <a href="http://www.history.org/history/teaching/enewsletter/volume6/images/dec/common_sense_excerpts.pdf">http://www.history.org/history/teaching/enewsletter/volume6/images/dec/common_sense_excerpts.pdf</a></li> <li>- Excise Man Philip Dawe (1774) ○ <a href="https://docs.google.com/document/d/1RXyUWCNBAVHBi5CITFV6aBKLS_AbVDHltCNql6Ulkls/edit">https://docs.google.com/document/d/1RXyUWCNBAVHBi5CITFV6aBKLS_AbVDHltCNql6Ulkls/edit</a></li> </ul>	
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- Lord North's Statement ○ [https://docs.google.com/document/d/1hp69bpcZ\\_hpz3MwHFssCNfkhPi1I\\_PsPxNow4tcM1JA/edit](https://docs.google.com/document/d/1hp69bpcZ_hpz3MwHFssCNfkhPi1I_PsPxNow4tcM1JA/edit)
- You'll Be Back, lyrics from Hamilton: An American Musical by Lin-Manuel Miranda ○ <https://docs.google.com/document/d/1yQcgnEsx8ug9bniTnWM5T8nxVXyUDODj5dZWnAMdfFU/edit> ○ YouTube version with music ■ <https://www.youtube.com/watch?v=fdxLohjwhoQ>
- DBQ Resources:
  - <http://www.umbc.edu/che/arch/samples.php>
  - [http://www.umbc.edu/che/arch/images/Foundations\\_of\\_American\\_Government\\_PAT.pdf](http://www.umbc.edu/che/arch/images/Foundations_of_American_Government_PAT.pdf)
  - [http://www.umbc.edu/che/arch/documents/WomenPatriotsPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/WomenPatriotsPAT_final.pdf)
  - [http://www.umbc.edu/che/arch/documents/AreAllMenEqualPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/AreAllMenEqualPAT_final.pdf)
  - [http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT_final.pdf)
- North America in 1770 <https://newsela.com/read/lib-north-america-1770/id/56161/>
- Brainpop: Colonial Economy Key Terms <https://www.brainpop.com/socialstudies/ushistory/buildingthethirteencolonies/>
- Colonial Economy (North Middle South) <https://youtu.be/hrlN6LfKgA>
- Mercantilism <https://www.youtube.com/watch?v=aWxvfkFbKy0&feature=youtu.be>
- French and Indian War [https://youtu.be/9Su\\_GPNrk5k](https://youtu.be/9Su_GPNrk5k)
- Proclamation of 1763 (primary source)
- Boston Tea Party (Mr. Peabody video, discoveryeducation)
- Intolerable Acts (clip from HBO miniseries "John Adams")
- Lexington and Concord (Discovery Education)
- Important People  
[https://docs.google.com/presentation/d/10fp8UMYsYAK-mlmOf\\_mhPxjNIBpGhfuaQAOPHrH0bBbo/edit?usp=sharing](https://docs.google.com/presentation/d/10fp8UMYsYAK-mlmOf_mhPxjNIBpGhfuaQAOPHrH0bBbo/edit?usp=sharing)
- Benedict Arnold  
[https://docs.google.com/document/d/1aJkbbCwtAfYr6XZC8NnOgA5q5QPeT\\_Y6YavYrO5R0v0/edit?usp=sharing](https://docs.google.com/document/d/1aJkbbCwtAfYr6XZC8NnOgA5q5QPeT_Y6YavYrO5R0v0/edit?usp=sharing)
- Winning Independence <https://www.youtube.com/watch?v=0JLvRJzvOic&feature=youtu.be>
- Valley Forge ([Newsela: A Cold Dark Christmas: George Washington and his troops at Valley Forge](#))
- Yorktown <https://www.youtube.com/watch?v=0JLvRJzvOic&feature=youtu.be>



## Unit 3: The Constitution

## Stage 1- Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>8.Inq.1.a. Explain how compelling and supporting questions represent key ideas in the study of United States history.</p> <p>8.Civ.10.a. Explain the perspectives, civic virtues, and democratic principles debated during the Constitutional Convention (e.g., Connecticut Compromise, federalism, Three-Fifths Compromise).</p> <p>8.Civ.3.a. Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty).</p> <p>8.Civ.4.a. Explain the evolving powers and limits of the three</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry</li> <li>• Evaluate sources and use evidence</li> <li>• Communicate conclusions &amp; take informed action</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A constitution is a document that outlines how a government works.</li> <li>• The Constitution establishes three branches of government that share limited powers</li> <li>• The Bill of Rights protects the basic</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How much power should the government have?</li> <li>• What compromises were reached before the Constitution was ratified?</li> <li>• How is power divided between national and state governments?</li> </ul>

<p>branches of government as defined in the United States Constitution and subsequent federal court rulings, legislation, and executive action (e.g., Alien and Sedition Acts, Marbury v. Madison, Treaty of San Lorenzo).</p>	<p>rights of all citizens</p> <ul style="list-style-type: none"> <li>• The Constitution is a living document that has been amended over time</li> </ul>	<ul style="list-style-type: none"> <li>• What rights are guaranteed by the Constitution?</li> </ul>
<p>8.Civ.8.a. Analyze how the ideas and principles within the Bill of Rights influence the social and political system in the United States.</p> <p>8.Inq.4.f. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.</p> <p>8.Civ.8.b. Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence,</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Weaknesses of the Articles of Confederation led to early problems for our country.</li> <li>• Federalists and Anti-Federalists debated whether states or the federal government should have power.</li> <li>• The Constitution outlines how our government is run by three branches.</li> <li>• There is a separation of powers between the branches and they check and balance each other.</li> <li>• The Bill of Rights guarantees basic rights to all citizens.</li> <li>• There are different ways to become a citizen.</li> <li>• Citizenship comes with certain rights as well as responsibilities.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing primary sources.</li> <li>• Comparing perspectives on different events</li> <li>• Gathering evidence using primary and secondary sources</li> <li>• Making a claim based on evidence</li> <li>• Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>

Three-Fifths Clause, Electoral College).		
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	EvidenceAssessment
T A M,A A T M	Checklist/Rubric for Success <ul style="list-style-type: none"> <li>- Student facing rubric</li> <li>- Clear and focused claim</li> <li>- Historically accurate</li> <li>- Interpretation of sources</li> <li>- Proper citation of sources</li> <li>- Organization and mechanics</li> </ul>	PERFORMANCE TASK(S):  <a href="#">Ratification DBQ</a> Goal: Students will defend or oppose the ratification of the Constitution based on historical evidence from different primary sources. Role: Political Commentator Audience: Colonists Situation: Americans are debating the Constitution and federalism. Product: An op-ed that argues for or against ratification Standards: C3 Rubric for argumentative writing
T, M, A  M  M, A  T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools (ex. graphs, charts, maps)</li> <li>- Thorough understanding of key topics/concepts</li> <li>- Accurate application of vocabulary and resources</li> <li>- Selection if relevant and important information to support a claim</li> </ul>	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> <li>- Classroom discussions</li> <li>- Exit tickets, daily assignments</li> <li>- Constitution Scavenger Hunt</li> <li>- Preamble close-read and rewrite</li> <li>- Bill of Rights scenarios</li> <li>- Amendment research project</li> </ul>

Stage 3 – Learning Plan		
<b>Code</b> T	<b>Pre-Assessment</b> Students will be asked open ended questions about the purpose of the US Constitution They will then attempt to complete a chart with the three branches of government, their jobs, and checks and balances.	
M, T  M  M, T  M, T  M  M, T  M  M  M, T, A M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>Students will read informational text on the Articles of Confederation and be able to explain its purpose and its weaknesses in two paragraphs in notebook.</li> <li>Students will read James Madison's notes and take notes on the Virginia Plan, New Jersey Plan, and Connecticut Compromise.</li> <li>The teacher will review the three branches of government, what makes up each branch, and what each branch does</li> <li>Students will use scenarios to understand the powers and duties of each branch of government.</li> <li>Students will use hypothetical situations to learn about how separation of powers and checks and balances work.</li> <li>The teacher will review Supreme Court Cases that directly impact student freedoms in schools</li> <li>Students will read a Newsela article about Federalism and make a list of powers reserved for the states.</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Exit tickets</li> <li>- Notebook/assignment responses related to the essential questions</li> <li>- Research and inquiry development process</li> </ul>

T  M  M, T, A	<ul style="list-style-type: none"> <li>• Students will create a sentence using LEJSASR to help them remember the seven articles of the Constitution.</li> <li>• Constitution DBQ</li> <li>• Students will create a flowchart that shows how a bill becomes a law by watching “I’m Just a Bill.”</li> <li>• Students will discuss what it means to be a good citizen and watch a video about the naturalization process.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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<ul style="list-style-type: none"> <li>- Textbook</li> <li>- U.S. History Atlas (Nystrom)</li> <li>- The Articles of Confederation <a href="https://docs.google.com/presentation/d/1LaWnlxCasiHj0Gtm9JN1_bfXKu9DZj9UuKszhBXa50g/edit?usp=sharing">https://docs.google.com/presentation/d/1LaWnlxCasiHj0Gtm9JN1_bfXKu9DZj9UuKszhBXa50g/edit?usp=sharing</a></li> <li>- The Constitutional Convention Plans <a href="#">Newsela: James Madison's Notes</a></li> <li>- Constitutional Convention Related Reading - Brainpop <a href="https://drive.google.com/file/d/1yIK9Q-pzgbFyPuKMmUG9ytjj7Fe42eMD/view?usp=sharing">https://drive.google.com/file/d/1yIK9Q-pzgbFyPuKMmUG9ytjj7Fe42eMD/view?usp=sharing</a></li> <li>- Three Fifths Compromise <a href="https://docs.google.com/presentation/d/1Q9osDPS5rEAeDdQn61LtcKjs98pwBpjjKAngmT4CrVM/edit?usp=sharing">https://docs.google.com/presentation/d/1Q9osDPS5rEAeDdQn61LtcKjs98pwBpjjKAngmT4CrVM/edit?usp=sharing</a></li> <li>- Three Branches of Government <a href="https://www.usa.gov/branches-of-government">https://www.usa.gov/branches-of-government</a></li> <li>- Checks and Balances <a href="https://docs.google.com/document/d/1jBY-WoMa3dFtFgX0zHxtjJ2sQ8LPLe1x6ijlezhXxuc/edit?usp=sharing">https://docs.google.com/document/d/1jBY-WoMa3dFtFgX0zHxtjJ2sQ8LPLe1x6ijlezhXxuc/edit?usp=sharing</a></li> <li>- Federalism (<a href="#">Newsela “The Roles of State and Federal Governments”</a>)</li> </ul>
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- Key Terms Quiz  
<https://docs.google.com/document/d/1pmUJ4to0jjaT7tFukUjqHEnScUH7blob83MG7FmlKz0/edit?usp=sharing>
- How a Bill Becomes a Law ("I'm Just a Bill" by Schoolhouse Rock)
- Bill of Rights <https://constitutioncenter.org/learn/hall-pass/the-bill-of-rights>
- KWL Chart <https://docs.google.com/document/d/1cogxcJITovJTducOze5uwSnUYWf2R-IEKj38GWzsljw/edit>
- Constitutional Plans & Compromises Template  
[https://docs.google.com/document/d/1FFI1zQL62dyQHXSyoYUtg4-oXArI3Z\\_jZFvbs3unI4/edit](https://docs.google.com/document/d/1FFI1zQL62dyQHXSyoYUtg4-oXArI3Z_jZFvbs3unI4/edit)
- DBQ Student Checklist <https://docs.google.com/document/d/104p7sJj8sApeHpMDrx7C4Jp2jreKuMjY-yV5ZwHggxo/edit>
- DBQ Model Newspaper Article Template  
[https://docs.google.com/document/d/1gykeKPmnDEwf6v0kixlWlImhZpBI\\_m7inBfeVFHswqug/edit](https://docs.google.com/document/d/1gykeKPmnDEwf6v0kixlWlImhZpBI_m7inBfeVFHswqug/edit)
- Class Constitution Activity Template  
<https://docs.google.com/document/d/1-HtZ46rxarMA3upPNAUjmdSif0tHcw6fJeSzfQSR7B8/edit>
- Amending America <https://www.docsteach.org/topics/amendments>
- The Constitution Learning Lab <https://www.docsteach.org/topics/constitution-learning-lab>

## Unit 4: Westward Expansion & Reform Movements

### Stage 1- Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>8.His.14.a. Explain the causes and effects of government policies and executive decisions related to industrialization and expansion of the United States (e.g., Bureau of Indian Affairs, Indian Removal Act, Louisiana Purchase, Mexican-American War).</p> <p>8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States history.</p> <p>8.Geo.9.a. Evaluate the influence human-induced environmental change had on spatial patterns of industrialization and Westward Expansion (e.g., Cumberland and National Roads, Erie Canal, Farmington Canal, Pacific Railroad).</p> <p>8.Eco.1.a. Explain how the transition from an agricultural-based economy to an</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry</li> <li>• Evaluate sources and use evidence</li> <li>• Communicate conclusions &amp; take informed action</li> <li>• Apply disciplinary concepts and tools.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People move for new opportunities and other reasons</li> <li>• The United States gained vast amounts of new territory during this time period through conflict</li> <li>• Westward expansion forever altered the lives of Native Americans.</li> <li>• Change and progress can have both rewards and consequences.</li> <li>• The Industrial Revolution brought urban and economic growth to the</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are possible factors that could have pushed or pulled people to the west?</li> <li>• What consequences are associated with territorial expansion?</li> <li>• How does this time period help define what it means to be an American?</li> <li>• How was the way of life in the South different from life in the North?</li> <li>• What social and economic conditions led to early American reform movements?</li> </ul>



<p>industrialized economy affected the well-being of individuals, groups, and businesses (e.g., factory workers, child laborers, women in the industrial workforce, formerly enslaved persons, Irish, Chinese, Black, and White laborers and tradespeople). 8.Eco.7.a. Analyze the role of innovation and entrepreneurship at the start of the American Industrial Revolution (e.g., mills, patents, telegraph, interchangeable parts).</p>	<p>North.</p> <ul style="list-style-type: none"> <li>• Plantations dominated the southern economy.</li> <li>• Reform movements aimed to improve society for everyone.</li> <li>• There are often phases to reform movements and they can take a long time to achieve change.</li> <li>• There are strategies used by various reform movements.</li> <li>• Many reform movements have connections to current pushes for social change.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How are these movements similar to modern social movements?</li> </ul>
<p>8.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance).</p>	<p style="text-align: center;"><b>• Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The roots of Manifest Destiny.</li> <li>• The political views of leaders like Andrew Jackson who influenced westward expansion.</li> <li>• Provisions of the Indian Removal Act</li> <li>• The causes of conflict between the US and Spain/Mexico.</li> <li>• The effect that new transportation and communication systems had on the economy.</li> <li>• Different groups including settlers, Chinese immigrants, industrialists, and politicians, had new opportunities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing primary sources.</li> <li>• Comparing perspectives on different events</li> <li>• Gathering evidence using primary and secondary sources</li> <li>• Making a claim based on evidence</li> <li>• Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>

because of westward expansion.

- New conflicts arose as we pushed west onto land claimed and occupied by other groups of people.
- The characteristics of capitalism and how it creates opportunity.
- The technology behind economic growth during this time period.
- How industrialization leads to urbanization..
- How different movements are connected and occur simultaneously.
- The factors that lead to different movements.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<p>T</p> <p>A</p> <p>M,A</p> <p>T, M,</p> <p>A</p> <p>T</p> <p>T</p> <p>T</p>	<p>Checklist/Rubric</p> <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><a href="#">Lewis and Clark RAFT Project</a></p> <p>Goal: To understand the significance of the Corps of Expedition</p> <p>Role: Choices of Jefferson, Lewis, Clark, Sacagewea, newspaper writer, etc.</p> <p>Audience: Various</p> <p>Situation: Various</p> <p>Product: Drawing, Journal, Newspaper Article, Proclamation, Supply List, etc.</p> <p>Standards: Checklist/rubric for success. Students will understand the significance of this expedition and how it led to westward migration.</p> <p>PERFORMANCE TASK(S):</p> <p><a href="#">Reform Movements - Tik Tak Think</a></p> <p>Goal: To show their understanding of the causes, tactics, and results of 19th century reform movements.</p> <p>Audience: Americans living during this time period.</p> <p>Situation: You are an activist fighting for change.</p> <p>Product: Various</p> <p>Standards: Checklist/rubric. Students will be able to display their historical knowledge, research abilities, and creativeness by creating various products.</p>

T, M, A M M, A T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools (ex. graphs, charts, maps)</li> <li>- Thorough understanding of key topics/concepts</li> <li>- Accurate application of vocabulary and resources</li> <li>- Selection if relevant and important information to support a claim</li> </ul>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Unit Test Classroom Discussion Timeline of Westward Expansion Political cartoon analysis Map of expansion territories Daily Assignments Shark-Tank Project</p>
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### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
T M	<p>Students will be asked to identify key terms for the unit.</p> <p>Open ended question: Identify and explain how Westward Expansion was important to the growth of the United States.</p>	
T  A  A, T  A  T, M  T, M  A, M, T  T, M  A, M, T	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Students will use videos and teacher notes to map territorial expansion of the United States.</li> <li>• Students will research Lewis and Clark and complete the RAFT Project.</li> <li>• Students will read about Jacksonian Democracy and Jackson's as president to construct a well written argument</li> <li>• The teacher will proctor a debate on whether or not Andrew Jackson was a hero or a villain.</li> <li>• Students will read an introduction to the Oregon Trail and highlight the push and pull factors for people moving.</li> <li>• Students will create an advertisement to encourage other Americans to travel the Oregon Trail west.</li> <li>• The teacher will run a simulation where students will try and survive on the Oregon Trail</li> <li>• Students will discover the reality of the Oregon Trail through interactive games</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Student discussion based on their own generated questions</li> <li>• Notebook responses/journal entries</li> <li>• Self reflection (entrance and exit tickets)</li> <li>• Student Teacher conferences/breakout groups</li> </ul>

A, M  A, T  T, M  M	<ul style="list-style-type: none"> <li>● Students will examine primary source advertisements for new technology and discuss the impact they will most likely have on westward expansion.</li> <li>● Students will be assessed by analyzing the painting “American Progress” by John Gast.</li> <li>● Students will read primary sources from Lowell mill workers and make a list of grievances they may have about their living and working conditions.</li> <li>● Students will examine primary source photographs of child labor and the dangerous working conditions.</li> <li>● Students will read an article about the women’s suffrage movement and make a list of strategies they used to create change.</li> <li>● Students will create short social media profiles for famous suffragettes after reading about them and learning about how they went about fighting for change.</li> <li>● Students will analyze political cartoons about the temperance movement</li> </ul> <p>Resources: All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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- Textbook
- U.S. History Atlas (Nystrom)
- American Progress, painting by John Gast <http://picturinghistory.gc.cuny.edu/john-gast-american-progress-1872/>
- America: The Story of US (History Channel) Episodes: Westward and Heartland
  - <http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guide>
- Analyzing Data Westward Expansion:
   
[http://www.umbc.edu/che/arch/images/WMC\\_Westward\\_Expansion-Analyzing%20Data.pdf](http://www.umbc.edu/che/arch/images/WMC_Westward_Expansion-Analyzing%20Data.pdf)
  
- Constitutional Interpretations of Westward Expansion (weighted responses):
   
[http://www.umbc.edu/che/arch/images/Weighted\\_MC\\_Westward\\_Expansion.pdf](http://www.umbc.edu/che/arch/images/Weighted_MC_Westward_Expansion.pdf)
- DBQ Resources:
  - [http://www.umbc.edu/che/arch/documents/IndianRemovalPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/IndianRemovalPAT_final.pdf)
  - Lewis & Clark documentary film by Ken Burns (PBS)
  - Lewis & Clark Expedition ○ <http://www.pbs.org/lewisandclark/>
  - Louisiana Purchase
   
<https://search.archives.gov/search/docs?utf8=&affiliate=national-archives&query=Louisiana+Purchase&dc=3620&commit=+search>
  - Ambrose, Stephen E. Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West. , 1996. Print.
  - DeVoto, Bernard. The Journals of Lewis & Clark. (1981). Boston: Mariner Books.
- Goudvis, Anne & Harvey, Stephanie. Short Nonfiction for American History: Westward Expansion. 2016. Heinemann.
- Hakim, Joy. A History of the US: The New Nation 1789-1850 (2005). New York: Oxford University Press.
- <https://www.docsteach.org/topics/american-indians>
- <https://www.docsteach.org/activities/teacher/the-impact-of-westward-expansion-on-native-american-communities>
- <https://www.docsteach.org/activities/teacher/lewis-clarks-expedition-to-the-complex-west>
- <https://www.docsteach.org/activities/teacher/the-settlement-of-the-american-west>
- [https://archive.org/details/msdos\\_Oregon\\_Trail\\_The\\_1990](https://archive.org/details/msdos_Oregon_Trail_The_1990)

- <https://www.nps.gov/whmi/learn/education/upload/Section%201%20Guide%20Oregon%20Trail%20Highlights.pdf>
- Oregon Trail Packet  
<https://docs.google.com/document/d/11prB1k7x8m8NeIThnCpt3c2kq506JANCijJP5jagGKM/edit?usp=sharing>
- Textbook
- U.S. History Atlas (Nystrom)
- Women's Suffrage  
<https://www.nytimes.com/2020/07/10/us/women-voting-rights-suffrage-centennial.html?action=click&module=Top%20Stories&pgtype=Homepage>
- Tik Tak Think  
<https://docs.google.com/document/d/1ZCKNgHI4Y8mzRLfbUK39pN4-jHWO6hMUb-RTndbjC94/edit?usp=sharing>
- <http://unveilinghistory.org/blog/lessons/the-beginning-of-advocacy-social-reformers-react-to-change/>
- <http://www.ushistory.org/us/26.asp> New Thoughts
- <http://www.ushistory.org/us/26a.asp> Religious Revival
- <http://www.ushistory.org/us/26b.asp> Utopia
- <http://www.ushistory.org/us/26c.asp> Women's Movements
- <http://www.ushistory.org/us/26d.asp> Prison Reform
- <http://www.ushistory.org/us/26e.asp> Art
- <http://www.ushistory.org/us/26f.asp> Transcendentalism
- <http://teachinghistory.org/history-content/beyond-the-textbook/24125>
- [http://tah.eastconn.org/tah/1112KD1\\_EarlyAmericanReformMovementsLesson.pdf](http://tah.eastconn.org/tah/1112KD1_EarlyAmericanReformMovementsLesson.pdf) (good resources to use for inquiry stations)
- <https://nmaahc.si.edu/visual-art-and-american-experience>



## Unit 5: The Civil War

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims.</p> <p>8.His.15.a. Evaluate the relative influence of political, economic, and social developments that contributed to secession (e.g., Free Soil Movement, Nullification, Dred Scott Decision, Harper's Ferry, abolition).</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry</li> <li>• Evaluate sources and use evidence</li> <li>• Communicate conclusions &amp; take informed action</li> </ul>	
	<i>Meaning</i>	
<p>8.Civ.14.c. Compare historical means used by individuals and groups to promote, sustain, and dismantle discrimination in the Antebellum Period (e.g., Underground Railroad, Bleeding Kansas,</p> <p>American Anti-Slavery Society, American Colonization Society, Compromise of 1850).</p> <p>8.His.2.a. Explain how change and continuity in technology,</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Core beliefs can influence people's actions.</li> <li>• Social and economic problems and cause great division.</li> <li>• Conflict can create change.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How were the north and south culturally and economically different?</li> <li>• How was the North able to defeat the South?</li> </ul>

	<b>Acquisition</b>	
<p>infrastructure, and military strategies shaped the Civil War (e.g., rail, scorched earth, blockade, Colt Firearms, Sharps Rifles).</p> <p>8.His.2.b. Describe how policies related to military service shaped the events and outcomes of the Civil War (e.g., conscription, Emancipation Proclamation, draft riots, Connecticut 29th, Massachusetts 54th)</p> <p>8.His.12.b. Using multiple historical sources, identify individuals and groups during the Antebellum Period who sustained, promoted, or challenged the institution of slavery (e.g., Frederick Douglass, Harriett Beecher Stowe, John C. Calhoun).</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How sectionalism and states' rights caused the Civil War.</li> <li>• The role Abraham Lincoln and other leaders played in the war.</li> <li>• The advantages of the North and South.</li> <li>• The leadership qualities and strategies of Lee and Grant.</li> <li>• The contributions of women and minorities, specifically African Americans, to the war effort.</li> <li>• Major events like Gettysburg, the Emancipation Proclamation, and the Battle of Antietam.</li> <li>• The events that led to the end of the war.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing primary sources</li> <li>• Comparing perspectives on different events</li> <li>• Gathering evidence using primary and secondary sources</li> <li>• Making a claim based on evidence</li> <li>• Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A M,A T, M,A T T T	Checklist/Rubric <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	<b>PERFORMANCE TASK(S)</b> Goal: Students will understand the nature of the war and the sacrifices the soldiers went through Role: Civil War soldier Audience: Family at home Situation: You are writing a letter home to a loved one describing your experiences and why you chose to serve. Product: A letter Standards Checklist/rubric. This will help students prove their understanding of why soldiers fought, how their imaginations compared to the reality of combat, and how new technology and strategies changed warfare.
T, M, A  M  M, A  T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools to make accurate inferences and logical predictions to draw conclusions.</li> <li>- Thorough understanding and analysis of key concepts and topics</li> <li>- Accurate application of content and domain specific vocabulary</li> <li>- Selection of evidence that is sufficient, relevant, and compelling to support a claim.</li> </ul>	<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i> Exit and Entrance tickets Unit Vocabulary Primary and Secondary source readings Letters from soldiers Close Read of the Gettysburg Address Class Discussion Daily Assignments Essay: Was Reconstruction a success or failure? Causes of the War Timeline Map the major events of the war with dates

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
T, M	Students will complete an Entrance Slip asking them to define the term <i>civil war</i> and explain factors which contributed to the American Civil War.	
<div>T</div> <div>T, A</div> <div>M</div> <div>M, A</div> <div>M</div> <div>T, M</div> <div>T</div> <div>T, M</div>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Students will review economic, cultural, and geographical differences between the North and South</li> <li>• Students will read compromises that lead the country closer to war</li> <li>• Students will review different causes of the Civil War through a gallery walk and station activity</li> <li>• The teacher will provide explicit instruction on major battles and events of the Civil War</li> <li>• Students will take notes on the battles of the Civil War and compare the advantages of each army.</li> <li>• Students will analyze how new technology changed warfare</li> <li>• Students will write a letter home to a loved one based on what they've learned.</li> <li>• The teacher will discuss with the class whether or not Sherman's scorched earth policy was fair</li> <li>• Students will read about the end of the war, and make predictions as to what comes next.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussion using student generated questions</li> <li>• Student to student discussion</li> <li>• Daily responses/journal entries</li> <li>• Self reflection (entrance/exit slips)</li> </ul>

T, M	Resources: All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	
T, M		
T, M, A		
T, M		
T, M		

- Textbook
- U.S. History Atlas (Nystrom)
- America: The Story of US (History Channel) Episodes: Division, Civil War
  - <http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guides>
- The Civil War (comprehensive middle school resources) [www.civilwartrust.org](http://www.civilwartrust.org)
- The Civil War <https://www.docsteach.org/topics/civil-war>
- Slave Quarters <http://beyondthebubble.stanford.edu/assessments/slave-quarters>
- Morale After Fredericksburg <http://beyondthebubble.stanford.edu/assessments/morale-after-fredericksburg/rubric>
- Gettysburg Address video/reading of text <https://www.civilwar.org/learn/videos/lincolns-gettysburg-address>
- Slavery & Freedom
  - [https://nmaahc.si.edu/explore/collection/search?edan\\_q=%2A%3A%2A&edan\\_local=1&edan\\_fq%5B%5D=topic%3A%22Slavery%22](https://nmaahc.si.edu/explore/collection/search?edan_q=%2A%3A%2A&edan_local=1&edan_fq%5B%5D=topic%3A%22Slavery%22)
  - <https://nmaahc.si.edu/slavery-and-freedom>
- DBQ Resources:
  - Fugitive Slave Act: [http://www.umbc.edu/che/arch/documents/PATFugitiveSlaveAct\\_Final\\_000.pdf](http://www.umbc.edu/che/arch/documents/PATFugitiveSlaveAct_Final_000.pdf)
  - Sherman's Total War Strategy: [http://www.umbc.edu/che/arch/images/Sherman\\_PAT\\_final.pdf](http://www.umbc.edu/che/arch/images/Sherman_PAT_final.pdf)
  - U.S. Colored Troops: [http://www.umbc.edu/che/arch/images/USCT\\_PAT\\_final\\_publish.pdf](http://www.umbc.edu/che/arch/images/USCT_PAT_final_publish.pdf)
- Paulsen, Gary. *Soldier's Heart: A Novel of the Civil War*. Seedlings. 2006.

## Unit 6: Reconstruction

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>8.Civ.13.a. Analyze the purposes, implementation, and consequences of policies and political strategies during the Reconstruction Era (e.g., Homestead Act, Second Treaty of Fort Laramie, women's suffrage, Radical Reconstruction).</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry</li> <li>• Evaluate sources and use evidence</li> <li>• Communicate conclusions &amp; take informed action</li> </ul>	
<p>8.His.16.b. Evaluate the successes and failures of the Reconstruction in fulfilling ideas and principles contained in the founding documents (e.g., elected Black officials, Ebenezer Bassett, Freedmen's Bureau, Historically Black Colleges and Universities, Compromise of 1877).</p>	<i>Meaning</i>	
<p>8.His.14.b. Analyze the causes and effects of the Reconstruction Amendments (e.g., abolition, Latino and Black citizenship,</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Wars have long lasting effects on people and countries.</li> <li>• Ending slavery did not end the effects of slavery.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What were the different plans for Reconstruction?</li> <li>• Was Reconstruction a success or failure?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The tasks that faced the country following the war.</li> <li>• How Lincoln and Johnson's plans for Reconstruction differed.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing primary sources</li> <li>• Comparing perspectives on different events</li> <li>• Gathering evidence using primary and</li> </ul>

<p>suffrage).</p> <p>8.His.14.c. Explain multiple causes and effects of racism both during and after Reconstruction (e.g., Page Act, Ku Klux Klan, Black Codes).</p>	<ul style="list-style-type: none"> <li>• Whether or not Reconstruction was a success.</li> </ul>	<p>secondary sources</p> <ul style="list-style-type: none"> <li>• Making a claim based on evidence</li> <li>• Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T A M,A T, M, A T T T	Checklist/Rubric <ul style="list-style-type: none"> <li>• clear and focused claim</li> <li>• evidence from all sources</li> <li>• evidence from classwork</li> <li>• historical accuracy</li> <li>• evidence is relevant and important</li> <li>• proper citations</li> </ul>	<b>PERFORMANCE TASK(S)</b> Goal: To research and discover whether or not Reconstruction was a success Role: Military historian Audience: American public Situation: Students will argue whether or not the veterans of the United States Colored Troops (USCT) received equal rights and treatment following the Civil War. Product: Argumentative essay Standards: Checklist/rubric. Students will be able to prove that they can find reliable sources, interpret those sources, form their own opinion, and support it with facts from their own research. Resources:
T, M, A  M  M, A  T, M, A	<ul style="list-style-type: none"> <li>• Skillful application of disciplinary tools to make accurate inferences and logical predictions to draw conclusions.</li> <li>• Thorough understanding and analysis of key concepts and topics</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim.</li> </ul>	<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i>  Exit and Entrance tickets Unit Vocabulary Class Discussion Daily Assignments Essay: Was Reconstruction a success or failure? Causes of the War Timeline Map the major events of the war with dates





### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
T, M	Students will list social, political, and economic problems facing the nation following the Civil War.	
<p>T</p> <p>T, A</p> <p>M</p> <p>M, A</p> <p>M</p> <p>T, M</p> <p>T, M</p> <p>T, M, A</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students will do a CSI Investigation to discover how Lincoln was murdered</li> <li>The teacher will introduce both Lincoln and Johnson's plans for Reconstruction</li> <li>Students will compare and contrast Lincoln's Plan for Reconstruction and Johnson's plan for Reconstruction</li> <li>The teacher will discuss with students how they would have "reconstructed" the United States after the Civil War</li> <li>Students will read about the Freedman's Bureau and define unit vocabulary (ex. scalawag and carpetbagger)</li> <li>Students will read about the 14th and 15th amendments, and make connections between the three "Reconstruction Amendments."</li> <li>The teacher will proctor a discussion about whether Reconstruction was a success or failure.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Causes of the War Timeline</li> <li>Map the major events of the war with dates</li> <li>Class discussion using student generated questions</li> <li>Student to student discussion</li> <li>Daily responses/journal entries</li> <li>Self reflection (entrance/exit slips)</li> </ul>

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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<ul style="list-style-type: none"> <li>- Textbook</li> <li>- U.S. History Atlas (Nystrom)</li> <li>- Reconstruction Primary Source Documents <a href="http://www.historycentral.com/documents/reconstruction.html">http://www.historycentral.com/documents/reconstruction.html</a></li> <li>- Reconstruction websites &amp; links: <a href="http://besthistorysites.net/american-history/reconstruction/#sites">http://besthistorysites.net/american-history/reconstruction/#sites</a> <ul style="list-style-type: none"> <li>- <a href="https://www.facinghistory.org/reconstruction-era/strategies">https://www.facinghistory.org/reconstruction-era/strategies</a></li> <li>- <a href="https://www.facinghistory.org/reconstruction-era/links">https://www.facinghistory.org/reconstruction-era/links</a></li> <li>- <a href="https://www.gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877/reconstruction">https://www.gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877/reconstruction</a></li> </ul> </li> <li>- Reconstruction activities, guides, plans: <ul style="list-style-type: none"> <li>- <a href="https://www.facinghistory.org/sites/default/files/publications/The_Reconstruction_Era_and_The_Fragility_of_Democracy_4.pdf">https://www.facinghistory.org/sites/default/files/publications/The_Reconstruction_Era_and_The_Fragility_of_Democracy_4.pdf</a></li> <li>- <a href="http://besthistorysites.net/american-history/reconstruction/#lesson">http://besthistorysites.net/american-history/reconstruction/#lesson</a></li> </ul> </li> <li>- DBQ Resources ○ Perspectives on KKK during Reconstruction <a href="http://www.umbc.edu/che/arch/documents/KKKPAT_finalpublish.pdf">http://www.umbc.edu/che/arch/documents/KKKPAT_finalpublish.pdf</a></li> <li>- Jim Crow Laws ○ <a href="http://www.pbs.org/wnet/jimcrow/education_lessonplan.html">http://www.pbs.org/wnet/jimcrow/education_lessonplan.html</a></li> <li>- African American Art ○ <a href="https://nmaahc.si.edu/visual-art-and-american-experience">https://nmaahc.si.edu/visual-art-and-american-experience</a></li> <li>- Ford's Theater <a href="https://www.fords.org/">https://www.fords.org/</a></li> </ul>
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



7th Grade World Studies

April 2025

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## **Assistant Superintendent**

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## **Authors of Course Guide**

Ashley Kivela

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **7th Grade World Studies**

### **Grade 7**

In 7th grade World studies, we will explore important themes that shape our world today and throughout history. Students will learn about what culture is and its important aspects, different ways cultures interact and influence each other, how economies and different types of governments work, and how events like imperialism and globalization have shaped countries and societies. We will also dive into human rights, understanding how individuals fight for equality and freedom, and examine the modern issues that affect people around the globe.

Students will develop a strong understanding about world geography and how the various cultures of the world are connected. These themes and tasks will be accomplished through the use of disciplinary tools and resources that support planning and developing of inquiries, evaluating historical sources, and communicating knowledge and ideas.

By the end of the course students will also learn how they can become active, informed citizens in a complex, changing world.

## Pacing Guide

UNIT	TIMEFRAME:
<b>Unit 1:</b> Culture & Geography Review <ul style="list-style-type: none"> <li>● Themes of Geography</li> <li>● Elements of Culture</li> <li>● Map Skills</li> </ul>	5-7 Weeks
<b>Unit 2:</b> World Religions & Cultural Diffusion <ul style="list-style-type: none"> <li>● World Religions               <ul style="list-style-type: none"> <li>○ Polytheism</li> <li>○ Monotheism</li> </ul> </li> <li>● Cultural Diffusion</li> </ul>	8-10 Weeks
<b>Unit 3:</b> Economics, Imperialism, & Globalization <ul style="list-style-type: none"> <li>● Type of Economies</li> <li>● Imperialism</li> <li>● Globalization</li> </ul>	8-10 Weeks
<b>Unit 4:</b> Governance & Human Rights <ul style="list-style-type: none"> <li>● Forms of Governments</li> <li>● Human Rights Issues</li> </ul>	7-9 Weeks
<b>Unit 5:</b> Modern Issues & Model U.N. <ul style="list-style-type: none"> <li>● Modern Issues</li> <li>● Model U.N.</li> </ul>	6-9 Weeks



## Unit 1: Culture and Geography Review

### Stage 1 Desired Results

#### ESTABLISHED GOALS:

- **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.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.

#### *Transfer*

*Students will be able to independently use their learning to...*

- Develop questions and plan inquiry
- Evaluate sources and use evidence
- Communicate conclusions & take informed action.

#### *Meaning*

##### UNDERSTANDINGS:

*Students will understand that...*

- Geography is meant to help us better understand the world around us.
- Culture is what makes people unique.
- The elements of culture help us to categorize and understand the world around us.
- Culture and physical geography are tied together

##### ESSENTIAL QUESTIONS:

*Students will keep considering...*

- How does geography impact culture?
- How do the themes of geography help to connect us to our culture?
- How does culture change?

#### *Acquisition*

*Students will know...*

- Definition of culture.
- What the 5 Themes of Geography are.

*Students will be skilled at...*

- Identifying the different elements of culture and themes of geography

	<ul style="list-style-type: none"> <li>• Appropriate vocabulary pertaining to themes of geography and culture.</li> <li>• Political and physical maps provide insight into the role that physical features play in the creation of political boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing evidence to support their reasoning</li> <li>• Explaining with reason why culture is important</li> <li>• Using maps and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>• Analyzing the ways in which cultural and environmental characteristics vary among various regions of the world.</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• M, A</li> <li>• T</li> <li>• T</li> <li>• M, A</li> <li>• T, A</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/Information Accuracy</li> <li>• Interpretation &amp; application of sources</li> <li>• Citation of evidence</li> <li>• Explanation of information/content is contextually correct</li> <li>• Organization &amp; mechanics (i.e., bullet points, images to support information, definitions, etc.)</li> </ul>	<p><b>PERFORMANCE TASK(S): Create a Culture Project</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Create a presentation about a utopian culture of your own creation. Includes geographical, cultural, economic, political, and environmental aspects, combining both the five themes of geography and elements of culture. As you plan, use the lens of the five themes of geography and seven elements of culture to guide you. Include a conclusion summarizing why the culture you created would be ideal if society ever had to begin from scratch.</p> <p><b>Role:</b> Culture Re-Creation Agent</p> <p><b>Audience:</b> New World Committee Members</p> <p><b>Situation:</b> You are a Culture Re-creation Agent trying to convince the New World Committee that your idea for a new culture would be the best to “restart” the world’s culture and whose specific information about both the 5 themes of geography and seven elements of culture to create your culture and be able to validate and explain your decisions and why it would be best for the world.</p> <p><b>Product:</b> Presented to peers in either a Google slides presentations, brochure, or Google website.</p> <p><b>Standards for Success:</b> Project Grading Rubric</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Inquiry-Based lessons.</li> <li>● Document-Based Questions (DBQ's).</li> <li>● Atlas &amp; map skills.</li> <li>● Entrance/Exit slips.</li> <li>● Unit vocabulary assessment.</li> <li>● Close reading of primary and secondary source documents.</li> <li>● Student self-reflection/self-assessment.</li> <li>● Peer evaluations/peer feedback.</li> <li>● Assignment feedback/conferring notes.</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<ul style="list-style-type: none"> <li>• T</li> <li>• T,A</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-assessment for fundamental geography knowledge and skills involving the labeling of maps and written student reflection on what they think culture is.</li> <li>• KWL charts focused on major unit concepts.</li> <li>• Pre-assessment of students' abilities to synthesize information from multiple sources to answer a critical thinking question with evidence to support the argument (DBQ).</li> </ul>	
<ul style="list-style-type: none"> <li>• A,M</li> <li>• A,M,T</li> <li>• A,M</li> <li>• A, M,T</li> <li>• A,M,T</li> <li>• M, T</li> <li>• A,M</li> <li>• A,M</li> </ul>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will introduce key vocabulary and information about the Elements of culture and 5 Themes of Geography by use of class discussion, note taking, and/or visuals.</li> <li>• Students will analyze various maps and resources to answer questions related to the 5 Themes of Geography.</li> <li>• Teacher will use real life scenarios and examples to help make connections to the material for students.</li> <li>• Students will create their own utopian culture based off of the elements of culture.</li> <li>• Students will create posters and/or presentations to demonstrate their understanding of the elements of culture.</li> <li>• Students will answer big thinking, inquiry-based questions.</li> <li>• Teacher will monitor collaboration and check for accuracy in source analysis.</li> <li>• Teacher will individually conference with students about their progress throughout the unit.</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to</p>	

<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions.</li> <li>• Student discussion based on overarching questions.</li> <li>• Notebook responses / journal entries.</li> <li>• Analysis of primary and secondary sources.</li> <li>• Research and inquiry development processes.</li> <li>• Self reflection. (i.e., entrance / exit slips, peer assessments, self assessments)</li> <li>• Conferring / Teacher-student conferences.</li> </ul>
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	<p>New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>● <b>NEWSELA:</b> newsela.com</li> <li>● <b>KidsDiscover:</b> online.kidsdiscover.com</li> <li>● Online databases listed at school website under LMC, such as, <a href="http://www.eb.com">www.eb.com</a>, <a href="http://www.countryreports.com">www.countryreports.com</a></li> <li>● Online video databases listed at school website under LMC, such as <a href="http://www.discoveryed.com">www.discoveryed.com</a>, <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● Online map skills - <a href="https://online.seterra.com/en">https://online.seterra.com/en</a></li> </ul>	
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## Unit 2: World Religions & Cultural Diffusion

### Stage 1 Desired Results

#### ESTABLISHED GOALS

- **7.Inq.3.b.** Organize and prioritize relevant evidence from multiple sources to support claims.
- **7.Inq.4.b.** Construct explanations using summary, sequence, examples, and data.
- **7.Geo.7.b.** Describe how growth in communication technology has led to the diffusion of ideas and cultural practices
- **7.Geo.10.a.** Analyze how cultural characteristics vary among regions and shape diversity of local communities

#### Transfer

*Students will be able to independently use their learning to...*

- Understand and engage in the various religions and cultures of the world.
- Apply concepts, and real life examples, of cultural diffusion and how it plays a role in the world today.
- Provide real life examples of cultural diffusion that are taking place in the world today.

#### Meaning

##### UNDERSTANDINGS

*Students will understand that...*

- Religion drives many cultures around the world.
- Different regions of the world have different cultures driven by their religions.
- Culture changes as it moves from its place of origin.
- Culture moves and changes much more quickly in the modern day than it had historically.

##### ESSENTIAL QUESTIONS

*Students will keep considering...*

- How do ideas, beliefs, and practices spread across cultures and societies?
- How does religion help shape the values and identities of societies?
- How are cultural practices and the spread of religion influenced by the world around them?
- In what ways has cultural diffusion and religion influenced modern global issues?

	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Key vocabulary relating to the various world religions (monotheism, polytheism, etc).</li> <li>• The major monotheistic religions.</li> <li>• Hinduism can be considered either monotheistic or polytheistic depending on interpretation.</li> <li>• Definition of cultural diffusion.</li> <li>• How information travels across the globe.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining why religion is important to countries and civilizations and supporting their explanations with evidence.</li> <li>• Comparing and contrasting different religions to show their similarities and differences.</li> <li>• Analyzing maps showing the spread of cultures as well as how culture moves.</li> <li>• Communicating why culture moves more rapidly in the modern day.</li> </ul>



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• M, A</li> <li>• T</li> <li>• T</li> <li>• M, A</li> <li>• T, A</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/Information Accuracy</li> <li>• Interpretation &amp; application of sources</li> <li>• Citation of evidence</li> <li>• Explanation of information/content is contextually correct</li> <li>• Organization &amp; mechanics (i.e., bullet points, images to support information, definitions, etc.)</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> To be able to research, analyze, compare, and contrast the similarities and differences that various ancient polytheistic society had pertaining to a specific god(dess) and explain</p> <p><b>Role:</b> Researcher &amp; author</p> <p><b>Audience:</b> Peers &amp; teacher</p> <p><b>Situation:</b> Students will create a presentation, poster, or other work which compares and contrasts a specific god or goddess and how they appear in various polytheistic societies from ancient civilizations. Students will include a summary which explains which iteration of the god/goddess they felt was most important to their society and why.</p> <p><b>Product:</b> Presentation, poster, either individually or in small groups.</p> <p><b>Standards of Success:</b> Rubric created by PLC</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>● Document Based Questions (DBQ's).</li> <li>● Atlas &amp; map skills.</li> <li>● Entrance/Exit slips.</li> <li>● Unit vocabulary assessment.</li> <li>● Close reading of primary and secondary source documents.</li> <li>● Student self-reflection/self-assessment.</li> <li>● Peer evaluations/peer feedback.</li> <li>● Assignment feedback/conferring notes.</li> <li>● Application of disciplinary concepts and skills to current issues and events.</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• KWL charts focused on major unit concepts.</li> <li>• Pre-assessment of fundamental skills and ideas that will be discussed and presented throughout the course of the unit to check for prior knowledge on said topics and concepts.</li> </ul>	
<ul style="list-style-type: none"> <li>• A,M</li> <li>• A,M,T</li> <li>• A,M</li> <li>• A,M</li> <li>• A,M,T</li> <li>• A,M,T</li> <li>• A,M,T</li> <li>• A,M</li> <li>• A,M</li> </ul>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will introduce key information and vocabulary about the various world religions and philosophies by use of class discussion, note taking, and/or visuals.</li> <li>• Students will compare and contrast the different gods and goddesses of the different polytheistic societies.</li> <li>• Students will collaborate together to analyze different primary and secondary sources about the monotheistic religions.</li> <li>• Teacher will use real life scenarios and examples to help make connections to the material for students.</li> <li>• Students will explain and elaborate on whether they believe Hinduism is monotheistic or polytheistic and support their point of view using evidence.</li> <li>• Students will participate in inquiry lesson(s) comparing monotheism with polytheism.</li> <li>• Students will participate in a cultural diffusion simulation.</li> <li>• Teacher will monitor collaboration and check for accuracy in source analysis.</li> <li>• Teacher will individually conference with students about their progress throughout the unit.</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions.</li> <li>• Student discussion based on overarching questions.</li> <li>• Notebook responses / journal entries.</li> <li>• Analysis of primary and secondary sources.</li> <li>• Research and inquiry development processes.</li> <li>• Self reflection. (i.e., entrance / exit slips, peer assessments, self assessments)</li> <li>• Conferring / Teacher-student conferences.</li> </ul>

Resources:

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- **NEWSLA:** newsela.com
- **KidsDiscover:** online.kidsdiscover.com
- Online databases listed at school website under LMC, such as, [www.eb.com](http://www.eb.com),  
[www.countryreports.com](http://www.countryreports.com)
- Online video databases listed at school website under LMC, such as [www.discoveryed.com](http://www.discoveryed.com),  
[www.brainpop.com](http://www.brainpop.com)
- Online map skills - <https://online.seterra.com/en>

## Unit 3: Economics, Imperialism, & Globalization

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<ul style="list-style-type: none"> <li>● <b>7.Inq.4.b.</b> Construct explanations using summary, sequence, examples, and data.</li> <li>● <b>7.Inq.4.e.</b> 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.</li> <li>● <b>7.Eco.4.a.</b> Describe different types of economies</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Provide real life examples of globalization in the modern day</li> <li>● Analyze the connection between economics and globalization.</li> <li>● Use critical thinking and problem solving skills to evaluate historical and contemporary issues and how they impact today's society.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● There are various reasons as to why countries participated in imperialism.</li> <li>● Imperialism historically had a negative impact on the majority of countries that were taken over.</li> <li>● Imperialism tied conquered countries' economies to the conquering country.</li> <li>● Globalization is an outcome of imperialism.</li> <li>● Globalization is directly tied to economics and culture.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do economic systems (capitalism, socialism, etc.) affect the way countries trade and interact with one another?</li> <li>● What were the motives behind imperialism, and how did it impact colonized nations?</li> <li>● What is globalization, and how has it changed the way nations and businesses interact with each other?</li> <li>● How have imperialism and globalization affected cultural exchange and the spread of ideas?</li> <li>● How can nations balance the benefits of globalization with the need to protect their</li> </ul>

		own economy and culture?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Key vocabulary relating to economics, imperialism, and globalization.</li> <li>● The four main types of economies (command, market, etc.).</li> <li>● The definition of imperialism.</li> <li>● The major countries that participated in imperialism historically.</li> <li>● The definition of globalization.</li> <li>● The different types of globalization there are (social, political, economic, etc.).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Analyzing primary and secondary sources.</li> <li>● Using sources to support their point of view and thoughts.</li> <li>● Explaining how imperialism impacted the economies of the world by using evidence to support their claims.</li> <li>● Comparing and contrasting the pros and cons of the four main types of economies.</li> <li>● Analyzing maps to understand globalization.</li> <li>● Using maps to support and explain how globalization occurs.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• M, A</li> <li>• T</li> <li>• T</li> <li>• M, A</li> <li>• T, A</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/Information Accuracy</li> <li>• Interpretation &amp; application of sources</li> <li>• Citation of evidence</li> <li>• Explanation of information/content is contextually correct</li> <li>• Organization &amp; mechanics (i.e., bullet points, images to support information, definitions, etc.)</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students will be able to compare and contrast the social and economic makeup of a country and track how it has changed due to globalization.</p> <p><b>Role:</b> Researcher and presenter</p> <p><b>Audience:</b> Peers and teacher</p> <p><b>Situation:</b> Students will analyze a country and compare the social and economic life of their chosen country and how globalization has changed and/or impacted those different aspects in that country.</p> <p><b>Product:</b> Poster or slideshow for students to be able to present to each other.</p> <p><b>Standards of Success:</b> Project rubric created by PLC.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>● Document Based Questions (DBQ's).</li> <li>● Atlas &amp; map skills.</li> <li>● Entrance/Exit slips.</li> <li>● Unit vocabulary assessment.</li> <li>● Close reading of primary and secondary source documents.</li> <li>● Student self-reflection/self-assessment.</li> <li>● Peer evaluations/peer feedback.</li> <li>● Assignment feedback/conferring notes.</li> <li>● Application of disciplinary concepts and skills to current issues and events.</li> </ul>
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### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• KWL charts focused on major unit concepts.</li> <li>• Pre-assessment of fundamental skills and ideas that will be discussed and presented throughout the course of the unit to check for prior knowledge on said topics and concepts.</li> </ul>	
<ul style="list-style-type: none"> <li>• A,M</li> <li>• A,M</li> <li>• A,M</li> <li>• A,M,T</li> <li>• A,M,T</li> <li>• A,M</li> <li>• A,M</li> </ul>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will introduce key information and vocabulary about economics, imperialism, and globalization by use of class discussion, note taking, and/or visuals..</li> <li>• Students will compare and contrast the various types of economies to determine which they think is the best.</li> <li>• Teacher will use real life scenarios and examples to help make connections to the material for students.</li> <li>• Students will collaborate with peers to participate in an imperialism inquiry simulation.</li> <li>• Students will conduct appropriate research to complete and create a project based around globalization.</li> <li>• Teacher will monitor collaboration and check for accuracy in source analysis.</li> <li>• Teacher will individually conference with students about their progress throughout the unit.</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions.</li> <li>• Student discussion based on overarching questions.</li> <li>• Notebook responses / journal entries.</li> <li>• Analysis of primary and secondary sources.</li> <li>• Research and inquiry development processes.</li> <li>• Self reflection. (i.e., entrance / exit slips, peer assessments, self assessments)</li> <li>• Conferring / Teacher-student conferences.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>NEWSELA:</b> newsela.com</li> <li>● <b>KidsDiscover:</b> online.kidsdiscover.com</li> <li>● Online databases listed at school website under LMC, such as, <a href="http://www.eb.com">www.eb.com</a>, <a href="http://www.countryreports.com">www.countryreports.com</a></li> <li>● Online video databases listed at school website under LMC, such as <a href="http://www.discoveryed.com">www.discoveryed.com</a>, <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● Online map skills - <a href="https://online.seterra.com/en">https://online.seterra.com/en</a></li> </ul>	
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## Unit 4: Governance & Human Rights

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<ul style="list-style-type: none"> <li>● <b>7.Inq.4.e.</b> 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.</li> <li>● <b>7.Civ.1.a.</b> Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts</li> <li>● <b>7.Civ.12.a.</b> Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Determine and argue how a country's government can help or hinder their country's development on a global scale.</li> <li>● Use critical thinking and problem solving skills to evaluate historical and contemporary issues and how they impact human rights in today's society.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● The various pros and cons to different government forms (democracy, republic, dictatorship, monarchy, etc.).</li> <li>● That governments can impact human rights across the globe.</li> <li>● The evolution of human rights throughout history.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do different forms of government (democracy, monarchy, dictatorship) affect the protection of human rights?</li> <li>● Where do human rights come from?</li> <li>● How have historical events influenced the development of human rights laws and organizations?</li> <li>● What are the challenges of ensuring human rights are upheld in different parts of the world?</li> <li>● Why is it so easy for a government to violate human rights?</li> <li>● How can citizens and governments work together to protect and promote human</li> </ul>

		rights?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Key vocabulary relating to government types and human rights.</li> <li>• The various types of governments that exist.</li> <li>• The definition of Human Rights.</li> <li>• What propaganda is.</li> <li>• What political cartoons are.</li> <li>• Major human rights violations throughout history.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Comparing the pros and cons to the different forms of government.</li> <li>• Explaining how human rights have developed and protected throughout history.</li> <li>• Connecting the current ideas of human rights and government to past learning such as imperialism and culture.</li> <li>• Using evidence to support their point of view.</li> <li>• Analyzing political cartoons and propaganda.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• M, A</li> <li>• T</li> <li>• T</li> <li>• M, A</li> <li>• T, A</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/Information Accuracy</li> <li>• Interpretation &amp; application of sources</li> <li>• Citation of evidence</li> <li>• Explanation of information/content is contextually correct</li> <li>• Organization &amp; mechanics (i.e., bullet points, images to support information, definitions, etc.)</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students will be able to create a political cartoon or piece of propaganda that conveys their point of view on their chosen modern issue.</p> <p><b>Role:</b> Researcher and Cartoonist/ Propaganda Creator</p> <p><b>Audience:</b> Peers and teachers.</p> <p><b>Situation:</b> Students will choose a modern issue to research and analyze then will create a political cartoon or piece of propaganda to</p> <p><b>Product:</b> Political cartoon or piece of propaganda surrounding a Human Rights issue discussed in class.</p> <p><b>Standards of Success:</b> Rubric and success criteria created by PLC</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>● Document Based Questions (DBQ's).</li> <li>● Atlas &amp; map skills.</li> <li>● Entrance/Exit slips.</li> <li>● Unit vocabulary assessment.</li> <li>● Close reading of primary and secondary source documents.</li> <li>● Student self-reflection/self-assessment.</li> <li>● Peer evaluations/peer feedback.</li> <li>● Assignment feedback/conferring notes.</li> <li>● Application of disciplinary concepts and skills to current issues and events.</li> </ul>
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### Stage 3 – Learning Plan

<b>Code</b> <ul style="list-style-type: none"> <li>• A</li> <li>• T</li> </ul>	<b><i>Pre-Assessment</i></b> <ul style="list-style-type: none"> <li>• Pre-assessment of fundamental skills and ideas that will be discussed and presented throughout the course of the unit to check for prior knowledge on said topics and concepts.</li> <li>• KWL charts focused on major unit concepts.</li> </ul>	
<ul style="list-style-type: none"> <li>• A,M</li> <li>• A,M</li> <li>• A,M</li> <li>• A,M,T</li> <li>• A,M,T</li> <li>• A,M</li> <li>• A,M</li> </ul>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will introduce key information and vocabulary about government forms and human rights by use of class discussion, note taking, and/or visuals.</li> <li>• Students will collaborate to analyze primary source documents about different governments and human rights issues.</li> <li>• Teacher will use real life scenarios and examples to help make connections to the material for students.</li> <li>• Students will compare and contrast the different government forms and analyze their pros and cons.</li> <li>• Students will collaborate to analyze political cartoons and create their own about a modern human rights issue.</li> <li>• Teacher will monitor collaboration and check for accuracy in source analysis.</li> <li>• Teacher will individually conference with students about their progress throughout the unit.</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions.</li> <li>• Student discussion based on overarching questions.</li> <li>• Analysis of primary and secondary sources.</li> <li>• Research and inquiry development processes.</li> <li>• Self reflection. (i.e., entrance / exit slips, peer assessments, self assessments)</li> <li>• Conferring / Teacher-student conferences.</li> </ul>

	<p>materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>● <b>NEWSELA:</b> newsela.com</li> <li>● <b>KidsDiscover:</b> online.kidsdiscover.com</li> <li>● Online databases listed at school website under LMC, such as, <a href="http://www.eb.com">www.eb.com</a>, <a href="http://www.countryreports.com">www.countryreports.com</a></li> <li>● Online video databases listed at school website under LMC, such as <a href="http://www.discoveryed.com">www.discoveryed.com</a>, <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● Online map skills - <a href="https://online.seterra.com/en">https://online.seterra.com/en</a></li> </ul>	
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## Unit 5: Modern Issues &amp; Model U.N.

## Stage 1 Desired Results

## ESTABLISHED GOALS

- **7.Inq.3.b.** Organize and prioritize relevant evidence from multiple sources to support claims.
- **7.Inq.3.c.** Develop claims and counterclaims in response to a compelling question.
- **7.Inq.4.c.** Critique arguments and explanations presented about events or issues in a world region.
- **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.

*Transfer*

*Students will be able to independently use their learning to...*

- Become active citizens in their communities on a local, national, and global level.
- Effectively collaborate with others to work towards a common goal.

*Meaning*

## UNDERSTANDINGS

*Students will understand that...*

- Modern global issues are ever changing.
- To acquire their desired outcomes, collaboration is required.

## ESSENTIAL QUESTIONS

*Students will keep considering...*

- How do modern issues impact us and the world around us?
- How do countries negotiate and collaborate to find solutions to global challenges in a diplomatic setting?
- What are the challenges of balancing national interests with the global good in international decision-making?
- How do cultural, political, and economic differences influence the positions and actions of countries in the UN?

	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• What the United Nations is.</li> <li>• The process for a nation to be admitted to the UN.</li> <li>• The process it takes to get member nations to work together towards a common goal.</li> <li>• What modern issues are facing our world today.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing various modern and historic sources from different perspectives.</li> <li>• Using content appropriate language.</li> <li>• Communicating their point of view to help reach their desired outcome.</li> <li>• Researching various countries and making decisions acting as them.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• M, A</li> <li>• T</li> <li>• T</li> <li>• M, A</li> <li>• T, A</li> </ul>	<ul style="list-style-type: none"> <li>• Historical/Information Accuracy</li> <li>• Interpretation &amp; application of sources</li> <li>• Citation of evidence</li> <li>• Explanation of information/content is contextually correct</li> <li>• Organization &amp; mechanics (i.e., bullet points, images to support information, definitions, etc.)</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>• What the United Nations is, how it functions, and how to collaboratively work with the other nations to reach their intended outcome.</li> </ul> <p><b>Goal:</b> Students will participate and be actively engaged in the ongoing Model UN. Students will complete research about their country and the topic selected then will work and collaborate with the other countries to find the best possible solution for all parties while still keeping in mind their own country's interests. Students will present their information, debate, and collaborate with other countries to work towards finding a goal and solution to the given topic.</p> <p><b>Role:</b> UN Member Country Leader</p> <p><b>Audience:</b> Model UN Leaders and Teacher</p> <p><b>Situation:</b> Students will be assigned a UN nation to assume the role of and tasked with a major modern issue facing various locations within the world (immigration, refugees, etc.). The various nations (students) will then be tasked with working together to create a mutually agreed upon solution to the issue balancing both their own nation's interests with helping the greater good as a whole.</p> <p><b>Product:</b> Students will participate in a Model UN summit acting as their given UN Nation putting together the various skills they have worked on throughout the year such as public speaking, communicating their viewpoint clearly and supporting it with evidence, research, and collaboration. Leading up to the summit students will complete profiles about their own individual nations to</p>

		<p>learn about the needs of the nations they are portraying.</p> <p><b><i>Standards of Success:</i></b> Model UN Rubric created by PLC</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>● Document Based Questions (DBQ's).</li> <li>● Atlas &amp; map skills.</li> <li>● Entrance/Exit slips.</li> <li>● Unit vocabulary assessment.</li> <li>● Close reading of primary and secondary source documents.</li> <li>● Student self-reflection/self-assessment.</li> <li>● Peer evaluations/peer feedback.</li> <li>● Assignment feedback/conferring notes.</li> <li>● Application of disciplinary concepts and skills to current issues and events.</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-assessment of fundamental skills and ideas that will be discussed and presented throughout the course of the unit to check for prior knowledge on said topics and concepts.</li> <li>• KWL charts focused on major unit concepts.</li> </ul>	
<ul style="list-style-type: none"> <li>• A,M</li> <li>• A,M</li> <li>• A,M,T</li> <li>• A,M,T</li> <li>• A,M</li> <li>• A,M</li> </ul>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will introduce key information and vocabulary about Modern Global Issues and Model United Nations by use of class discussion, note taking, and/or visuals.</li> <li>• Teacher will use real life scenarios and examples to help make connections to the material for students.</li> <li>• Students will collaborate to conduct appropriate research and assume different country identities to be able to participate in the model UN.</li> <li>• Students will provide feedback for their peers surrounding their actions and preparation for the Model UN</li> <li>• Teacher will lead and moderate the Model UN while monitoring collaboration amongst students during the Model UN.</li> <li>• Teacher will individually conference with students about their progress throughout the unit.</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions.</li> <li>• Student discussion based on overarching questions.</li> <li>• Analysis of primary and secondary sources.</li> <li>• Research and inquiry development processes.</li> <li>• Self reflection. (i.e., entrance / exit slips, peer assessments, self assessments)</li> <li>• Conferring / Teacher-student conferences.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>NEWSELA:</b> newsela.com</li> <li>● <b>KidsDiscover:</b> online.kidsdiscover.com</li> <li>● <b>United Nations Website:</b> <a href="https://www.un.org/en">https://www.un.org/en</a></li> <li>● Online databases listed at school website under LMC, such as, <a href="http://www.eb.com">www.eb.com</a>, <a href="http://www.countryreports.com">www.countryreports.com</a></li> <li>● Online video databases listed at school website under LMC, such as <a href="http://www.discoveryed.com">www.discoveryed.com</a>, <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● Online map skills - <a href="https://online.seterra.com/en">https://online.seterra.com/en</a></li> </ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 6 Social Studies: Ancient World Regions

April 2025

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## **Authors of Course Guide**

Joseph Loubier



## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Grade 6 Social Studies

### Ancient World Regions

Students explore ancient cultures from different regions of the world through the lens of the five themes of Geography.

Grade 6 social studies will introduce students to social studies, the study of people, history, and cultures. They will learn the five themes of geography and world regions. Then they will explore ancient cultures and people from China and India, the Fertile Crescent and Egypt, Europe, and Latin America. Through historical events and cultural studies, students will improve their reading, writing, critical thinking, and communication skills, as well as their social awareness.

## **Pacing Guide**

Unit 1: Human and Physical Geography 4 Weeks

- Introduction to “What is Social Studies?” and the Five Themes of Geography.

Unit 2: Eastern Civilizations 8 Weeks

- Ancient China and India including philosophies, religions, dynasties, and the caste system.

Unit 3: Fertile Crescent 8 Weeks

- Earliest civilizations of Mesopotamia, and Egyptian history through the Roman conquests.

Unit 4: Ancient Europe 12 Weeks

- Greek city-states, ancient Rome, their achievements and legacy.

Unit 5: Ancient Latin America 8 Weeks

- Mayan, Aztec, and Incan civilizations through the Columbian Exchange.

# Unit 1: Five Themes of Geography

## Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p> <p>6.Geo.4.a. Explain how cultural patterns influence the environment and daily life within and among regions.</p> <p>6.Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region.</p> <p>6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.</p> <p>6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations.</p> <p>6.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases</p> <p>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.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Evaluate sources and use evidence to form claims.</li> <li>• Organize facts into meaningful thoughts and opinions.</li> <li>• Form and support opinions using facts.</li> <li>• Paraphrase information into their own words.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• The five themes of geography can be used to study different parts of the world.</li> <li>• The world is divided into geographic regions.</li> <li>• Many different elements make up a culture.</li> <li>• Maps can be used to learn about a group of people and how they live.</li> <li>• Citizens of a country or a community have certain responsibilities and rights.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do physical and human geography provide us insights into how different regions of the world have developed culturally?</li> <li>• What are the rights and responsibilities of citizens in a community?</li> <li>• What can the five themes of geography teach us about how a specific group of people live?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The continents and oceans of the world.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing different types of maps.</li> <li>• Summarizing information learned through</li> </ul>

	<ul style="list-style-type: none"> <li>• The five themes of geography and how they apply to their own town or region.</li> <li>• How to describe where something is using examples of both relative and absolute location.</li> <li>• How physical features impact how a culture develops and survives.</li> <li>• How to write facts about a group of people using thematic maps.</li> <li>• What it means to be a citizen and what their rights and responsibilities are.</li> </ul>	<p>a variety of sources (maps, images, videos, pictures, etc.).</p> <ul style="list-style-type: none"> <li>• Describing similarities and differences in cultures throughout the world.</li> <li>• Creating presentations and writing samples to show their findings.</li> <li>• Identifying and analyzing the roles of citizens in different communities (ex: the school community or a country).</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<p>T, M, A</p> <p>M, A</p> <p>T, M, A</p> <p>A</p> <p>A</p> <p>M, A</p>	<p>Further information:</p> <ul style="list-style-type: none"> <li>- DBQ Rubric</li> <li>- Research Notes Rubric</li> <li>- Research Presentation Rubric</li> <li>- Map Quiz Assessment</li> <li>- Vocabulary Quiz Assessment</li> <li>- Notebook Check Rubric</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Five Themes of Geography Project</p> <p>Students will show that they really understand how to use the 5 Themes of Geography to break down a country of the world. This will be done by gathering and synthesizing information, interpreting maps, and using the content specific vocabulary acquired in the unit.</p> <p><b>Goal:</b> Your goal is to create a presentation about any location in the world. The presentation needs to include geographical, cultural, political, and environmental aspects of the location you have chosen. As you plan, use the lens of the five themes of geography, including human and physical characteristics, to guide you. Include a conclusion written at the end summarizing why the location you have chosen is the best place to visit.</p> <p><b>Role:</b> You work for the US State Department.</p> <p><b>Audience:</b> You need to present information in a digital form to people considering traveling to that country.</p> <p><b>Situation:</b> The State Department is creating a website with information that people should know before traveling to different countries. You need to choose a specific country (subject to teacher approval), research the country, organize information into the five themes of geography, and present it in your own words.</p> <p><b>Product:</b> You will create a Google website that people can go to in order to learn about your country before they travel there.</p> <p><b>Standards:</b> You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> <li>- Using the lens of the five themes of geography for your project, including human and physical characteristics, to</li> </ul>

		<p>explain the region.</p> <ul style="list-style-type: none"> <li>- Gathering and evaluating sources for information.</li> <li>- Writing your notes in the Cornell Notes format.</li> <li>- Analyzing and making inferences about the information.</li> <li>- Using bullet points, maps, and images in your presentation to make it clear and easy to follow.</li> <li>- Presenting your information in an organized, easy to navigate website.</li> </ul>
<p>A M, A M, A M, A A A T, M, A M, A M, A</p>		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>- Document-Based Questions (DBQ's) writing assessment.</li> <li>- Atlas &amp; map activities.</li> <li>- Entrance/Exit slips.</li> <li>- Interactive notebook activities.</li> <li>- Unit vocabulary assessment.</li> <li>- Continents and oceans map assessment.</li> <li>- Student self-reflection/self-assessment.</li> <li>- Peer evaluations/peer feedback.</li> </ul>

## Stage 3 – Learning Plan

<b>Pre-Assessment</b>		
	Continents and Oceans Pre-Assessment	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M, A	<ul style="list-style-type: none"> <li>- Teacher will prompt students with the inquiry “What is social studies?”</li> <li>- Students will define what social studies is in their own words using slides, videos, and discussion to piece together the meaning of the term.</li> <li>- The teacher will ask students to describe their hometown, compiling a list of key characteristics they think people should know about New Milford.</li> <li>- Students will be introduced to the five themes of geography and be able to give examples of each theme for New Milford.</li> <li>- The teacher will prompt students to describe where different locations are including classrooms or landmarks around town, leading to relative and absolute location discussion.</li> <li>- Students will analyze different types of maps to find patterns and give statements on what the maps can teach them.</li> <li>- Students will use credible sources to gather information which is paraphrased into note sheets.</li> <li>- Students will create a website using what they’ve learned about a specific country organized into the five themes of geography.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford</p>	<ul style="list-style-type: none"> <li>- Interactive notebook activities.</li> <li>- Note taking and responses or journal entries.</li> <li>- Peer, small group, and class discussion.</li> <li>- Teacher conferencing during research and inquiry assessments.</li> <li>- Self assessment and reflection.</li> </ul>
M, A		
M, A		
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M		
M, A		
M, A		
T, M A		



	<p>Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Newsela - <a href="https://newsela.com/">https://newsela.com/</a></li> <li>- Kids Discover - <a href="https://online.kidsdiscover.com/">https://online.kidsdiscover.com/</a></li> <li>- Britannica - <a href="https://school.eb.com/levels/middle/">https://school.eb.com/levels/middle/</a></li> <li>- Culturegrams</li> <li>- Brainpop - <a href="http://www.brainpop.com/">www.brainpop.com/</a></li> </ul>	
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## Unit 2: Eastern Civilizations

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures.</p> <p>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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry.</li> <li>• Evaluate sources and use evidence to form claims.</li> <li>• Paraphrase information into their own words.</li> <li>• Organize facts into meaningful thoughts and opinions.</li> <li>• Form and support opinions using facts.</li> </ul>	
	<i>Meaning</i>	
<p>6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.</p> <p>6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.</p> <p>6.Inq.4.b. Construct explanations using summary, sequence, and examples.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The geography of an area influences the civilization that develops there.</li> <li>• A region's history has a big impact on modern cultures and people.</li> <li>• Government systems change social structure and aren't always fair to all people.</li> <li>• The past can be used to make decisions in the present.</li> <li>• Religion is a large part of culture for many groups of people.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What does a civilization need to survive?</li> <li>• How does religion influence other aspects of culture, such as government and social hierarchy?</li> <li>• How can different types of governments change life for the average person?</li> <li>• How does trade change and impact different civilizations?</li> <li>• How do social roles compare in different regions and time periods?</li> <li>• How can philosophies and religions impact how people live?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Different examples of physical features and climates so they can describe how South Asia's climate and physical features have affected the growth of civilization there.</li> <li>• Examples of ancient Chinese philosophies and how they impact the daily lives of people.</li> <li>• How different leaders can impact how people live throughout history.</li> <li>• That philosophies and religions in different regions have similarities and can still be applicable today.</li> <li>• How the climate and physical geography of India impacted early civilizations there, and still impacts them today.</li> <li>• How Hinduism affects much of Indian culture and daily life.</li> <li>• How the British East India Company and British rule over India impacted the people living there.</li> <li>• How Gandhi came to prominence and helped lead India to independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizing information learned through a variety of sources (maps, images, videos, pictures, etc.).</li> <li>• Describing similarities and differences in cultures throughout the world.</li> <li>• Creating presentations and writing samples to show their findings.</li> <li>• Paraphrasing research into their own words.</li> <li>• Evaluating sources and citing sources.</li> <li>• Analyzing the roles of citizens at different times in history.</li> <li>• Connecting the effectiveness of a government to the real world impacts on its citizens.</li> <li>• Gathering information from multiple sources and presenting it in their own way.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A M, A T, M, A A A M, A	Further information: <ul style="list-style-type: none"> <li>- DBQ Rubric</li> <li>- Research Notes Rubric</li> <li>- Research Presentation Rubric</li> <li>- Map Quiz Assessment</li> <li>- Vocabulary Quiz Assessment</li> <li>- Notebook Check Rubric</li> </ul>	<b>PERFORMANCE TASK(S):</b> <b>Ancient Chinese Dynasties Project</b> <ul style="list-style-type: none"> <li>- Students will research one of the major dynasties from ancient China and use their findings to answer the essential question:              “How can rulers from different dynasties change life for the average person?” (Supporting question: Would you like to live in China during this dynasty?)</li> </ul> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Different dynasties quick comparison slides and notes.</li> <li>2. Choose one of the 8 recommended dynasties.</li> <li>3. Find 2-3 reliable resources, cite them properly.</li> <li>4. Take notes (paraphrased) on the different topics listed below:               <ul style="list-style-type: none"> <li>- Major leaders</li> <li>- Types of rule</li> <li>- New innovations or changes</li> <li>- Connections outside of China</li> <li>- Legacy/biggest achievement</li> </ul> </li> <li>5. Students will present their research on a Google Site and include an analysis that answers the essential question.</li> </ol> <p><b>Silk Road DBQ</b></p> <ul style="list-style-type: none"> <li>- Essential Question: How did the Silk Road impact travel, trade, and culture of India and other regions at the time?</li> <li>- Students will analyze a variety of primary and secondary sources regarding the Silk Road.</li> <li>- They will answer questions and paraphrase information.</li> <li>- They will then answer the essential question using a claim, evidence, and reasoning.</li> </ul>

A M, A M, A M, A A A T, M, A M, A M, A		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>- Document-Based Questions (DBQ's) writing assessment.</li> <li>- Atlas &amp; map activities.</li> <li>- Entrance/Exit slips.</li> <li>- Interactive notebook activities.</li> <li>- Unit vocabulary assessment.</li> <li>- Student self-reflection/self-assessment.</li> <li>- Peer evaluations/peer feedback.</li> </ul>
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## Stage 3 – Learning Plan

Stage 3 – Learning Plan		
M, T	<p style="text-align: center;"><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>- Students will list what they think human civilizations need to survive.</li> <li>- They will discuss religions they know about prior to learning about ancient religions and philosophies.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>- Students will brainstorm and discuss where new ideas, inventions, and other elements of culture come from prior to discussing the Silk Road.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
M	<ul style="list-style-type: none"> <li>• Teachers will prompt what students need to survive, discussion needs versus wants, then transition to what a civilization needs to exist.</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive notebook activities.</li> <li>- Note taking and responses or journal entries.</li> <li>- Peer, small group, and class discussion.</li> <li>- Teacher conferencing during research and inquiry assessments.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>• Students will examine the physical geography of China and how it influences the development of civilization there.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>• Students will decode Confucious and write their own “confucianisms.”</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teachers will ask students what a group of people needs to be considered “civilized.”</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will compare philosophy with religion using examples from the past and present.</li> </ul>	
M, A, T	<ul style="list-style-type: none"> <li>• Students will research and study different dynasties up until the 1912 communist revolution.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will examine the role of geography in Southeast Asia through maps, videos, and other sources.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will use a variety of sources to describe the social classes in India’s caste system.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Teachers will prompt students to describe how religion affects their lives.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will understand basic principles of Hinduism and be able to describe how it has, and still does impact culture in India.</li> </ul>	

M  M, A  T	<ul style="list-style-type: none"> <li>• Students will identify the reasons for British imperialism specific to India.</li> <li>• Students will analyze Gandhi's impact on India and how he used non-violence as a means for change.</li> <li>• Students will connect Gandhi's methods of protest with other non-violent movements in history.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Newsela - <a href="https://newsela.com/">https://newsela.com/</a></li> <li>- Kids Discover - <a href="https://online.kidsdiscover.com/">https://online.kidsdiscover.com/</a></li> <li>- Britannica - <a href="https://school.eb.com/levels/middle/">https://school.eb.com/levels/middle/</a></li> <li>- Brainpop - <a href="http://www.brainpop.com/">www.brainpop.com/</a></li> </ul>	
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## Unit 3: Fertile Crescent

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.</p> <p>6.Geo.2.a. Explain the relationship between population and bodies of water using maps and other representations of a region.</p> <p>6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry.</li> <li>• Evaluate sources and use evidence to form claims.</li> <li>• Organize facts into meaningful thoughts and opinions.</li> <li>• Form and support opinions using facts.</li> <li>• Paraphrase information into their own words.</li> </ul>	
	<i>Meaning</i>	
<p>6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.</p> <p>6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures.</p> <p>6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.</p> <p>6.Inq.3.b. Identify relevant evidence from multiple sources</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The geography of an area influences the civilization that develops there.</li> <li>• A region's history has a big impact on modern cultures and people.</li> <li>• Government systems change social structure and aren't always fair to all people.</li> <li>• The past can be used to make decisions in the present.</li> <li>• Religion is a large part of culture for many groups of people.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can different geographic features affect the development of civilization?</li> <li>• What major advancements did different ancient civilizations in this region make?</li> <li>• What different types of social structures existed in Mesopotamia and Egypt?</li> <li>• How did types of governments vary between early civilizations in the Fertile Crescent?</li> </ul>



to support claims.	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• How major rivers lead to the development of some of the earliest civilizations in the world.</li> <li>• What elements are required for a group of people to be considered a “civilization.”</li> <li>• The methods historians use to study past people and interpret their languages.</li> <li>• What contributions and advancements were made by early civilizations in these regions.</li> <li>• What happened to cause the decline or conquest of Egypt and the groups of Mesopotamia.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Analyzing different types of maps.</li> <li>• Summarizing information learned through a variety of sources (maps, images, videos, pictures, etc.).</li> <li>• Describing similarities and differences in cultures throughout the world.</li> <li>• Creating presentations and writing samples to show their findings.</li> <li>• Paraphrasing research into their own words.</li> <li>• Evaluating sources and citing sources.</li> <li>• Analyzing the roles of citizens at different times in history.</li> <li>• Connecting the effectiveness of a government to the real world impacts on its citizens.</li> <li>• Gathering information from multiple sources and presenting it in their own way.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A M, A T, M, A A A M, A	Further information: <ul style="list-style-type: none"> <li>- DBQ Rubric</li> <li>- Research Notes Rubric</li> <li>- Research Presentation Rubric</li> <li>- Map Quiz Assessment</li> <li>- Vocabulary Quiz Assessment</li> <li>- Notebook Check Rubric</li> </ul>	<b>Survivor Simulation: The Beginning of Civilizations</b> <ul style="list-style-type: none"> <li>- Create a slideshow depicting how you would survive in Mesopotamia.</li> <li>- Include GRAPES topics (geography, religion, achievements, politics, economy, and society).</li> <li>- Students will show their understanding of different groups of people in the region through written responses and visuals that are accurate to what they've learned in class and through research.</li> </ul> <b>Pharaoh Legacy Poster</b> <ul style="list-style-type: none"> <li>- Focusing on achievements and legacy, students will research a pharaoh of Egypt.</li> <li>- They will explore when and how they ruled their people.</li> <li>- They will create a poster to present their findings.</li> <li>- The poster will showcase why that pharaoh should be remembered and studied by future generations, including us, more than two thousand years later.</li> </ul>
A M, A M, A A A T, M, A M, A M, A		<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> <li>- Unit vocabulary assessment.</li> <li>- Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>- Document-Based Questions (DBQ's) writing assessment.</li> <li>- Entrance/Exit slips.</li> <li>- Interactive notebook activities.</li> <li>- Peer evaluations/peer feedback.</li> <li>- Student self-reflection/self-assessment.</li> </ul>

## Stage 3 – Learning Plan

<b>Pre-Assessment</b>		
M, A	Students will create a KWL chart about ancient Egypt. (Know, Wonder, Learn)	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Teacher will ask students how geography affects their life and culture (i.e. clothing, transportation, food, etc).</li> <li>- Students will examine maps of the physical features of Mesopotamia and Egypt and make inferences about how it could affect early civilizations there.</li> <li>- Students will outline different groups of Mesopotamia and compare similarities while finding what makes each group unique.</li> <li>- Teacher will ask students what they think the most important inventions are prior to and after the digital age.</li> <li>- Students will research different innovations of Mesopotamia and the impact they had then, and continue to have now.</li> <li>- Teacher will introduce the G.R.A.P.E.S (Geography, Religion, Achievements, Politics, Economics, and Social Structure) and have students analyze their own town through this lens.</li> <li>- Students will examine early city-states through the G.R.A.P.E.S topics.</li> <li>- Teacher will ask what the purpose of government leaders is and what makes a good ruler?</li> <li>- Students will analyze how pharaohs ruled differently over time and how they affected life for the average Egyptians.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Interactive notebook activities.</li> <li>- Note taking and responses or journal entries.</li> <li>- Peer, small group, and class discussion.</li> <li>- Teacher conferencing during research and inquiry assessments.</li> </ul>
M		
M, A		
M, A		
M		
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M, A		

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Newsela - <a href="https://newsela.com/">https://newsela.com/</a></li> <li>- Kids Discover - <a href="https://online.kidsdiscover.com/">https://online.kidsdiscover.com/</a></li> <li>- Britannica - <a href="https://school.eb.com/levels/middle/">https://school.eb.com/levels/middle/</a></li> <li>- Brainpop - <a href="http://www.brainpop.com/">www.brainpop.com/</a></li> </ul>	
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## Unit 4: Ancient Europe

### Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.</p> <p>6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.</p> <p>6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.</p> <p>6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures.</p> <p>6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.</p> <p>6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry.</li> <li>• Evaluate sources and use evidence to form claims.</li> <li>• Organize facts into meaningful thoughts and opinions.</li> <li>• Form and support opinions using facts.</li> <li>• Paraphrase information into their own words.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Geography can impact the development of cultures, religions and societies in a region.</li> <li>• The roles of citizens in society and government can vary within a region.</li> <li>• Modern world governments, cultures, and societies are influenced and shaped by Europe's past.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does geography affect the growth of civilization in Greece?</li> <li>• How did Greek city-states each have their own cultural identity?</li> <li>• Was democracy in ancient Rome fair for all citizens?</li> <li>• How do the achievements of ancient Rome still impact us today?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Why city-states each have their own identities and cultures.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the ways in which geography, religion, and government helped shape</li> </ul>

	<ul style="list-style-type: none"> <li>• How Roman achievements are very much still relevant in our language and culture today.</li> <li>• How our environments can affect other aspects of our culture.</li> <li>• That social classes and their conflicts can lead to political change.</li> </ul>	<p>ancient civilizations in Europe.</p> <ul style="list-style-type: none"> <li>• Analyzing the impact both ancient Greece and Rome had on the world and our culture today.</li> <li>• Gathering evidence from multiple sources to support a claim about historical topics.</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A M, A T, M, A A A M, A	Further information: <ul style="list-style-type: none"> <li>- DBQ Rubric</li> <li>- Research Notes Rubric</li> <li>- Research Presentation Rubric</li> <li>- Map Quiz Assessment</li> <li>- Vocabulary Quiz Assessment</li> <li>- Notebook Check Rubric</li> </ul>	<b>PERFORMANCE TASK(S):</b> <b>Create Your Own City-State</b> Students will use what they've learned about early civilizations in Greece to create their own city state. It will have to include the G.R.A.P.E.S. topics. <ul style="list-style-type: none"> <li>- Geography, Religion, Achievements, Politics, Economy, and Social Structure</li> <li>- While they have some creative freedom, the city-state should be historically accurate and show their understanding of ancient Greece.</li> <li>- Example: A city-state located near the water may worship Poseidon, and their economy may rely on trade.</li> </ul>
A M, A M, A M, A A A T, M, A M, A M, A		<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> <li>- Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>- Document-Based Questions (DBQ's) writing assessment.</li> <li>- Atlas &amp; map activities.</li> <li>- Entrance/Exit slips.</li> <li>- Interactive notebook activities.</li> <li>- Unit vocabulary assessment.</li> <li>- Student self-reflection/self-assessment.</li> <li>- Peer evaluations/peer feedback.</li> </ul>

## Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M, A M	Ancient Greece KWL Chart (Know, Wonder, Learned) to be completed prior to and during the unit of study. Vocabulary pre-test.	
M M, A  M M, A M, A M, A M, A M, T  A, T M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher introduces key vocabulary for the unit.</li> <li>• Students label and analyze a physical geography map of Greece.</li> <li>• Students will read and hear stories of Greek mythology to understand their polytheistic religion.</li> <li>• Students will compare Athens and Sparta using GRAPES.</li> <li>• Teacher will explain the link between Greece and Rome including Alexander the Great.</li> <li>• Students will compare the Roman Republic with the US government.</li> <li>• Students will analyze social class structure and representation in the republic.</li> <li>• Students will read primary sources to understand social conflicts that lead to civil war and the Roman Empire.</li> <li>• Teacher will ask students how often they use certain technologies (roads, plumbing, etc) that have their roots in Rome.</li> <li>• Students will analyze the achievements and legacy of Rome and how it is still applicable today.</li> <li>• Students will understand key events that lead to the fall of Rome in western Europe.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Interactive notebook activities.</li> <li>- Note taking and responses or journal entries.</li> <li>- Peer, small group, and class discussion.</li> <li>- Teacher conferencing during research and inquiry assessments.</li> <li>- Self assessment and reflection.</li> </ul>



	<p>Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Newsela - <a href="https://newsela.com/">https://newsela.com/</a></li> <li>- Kids Discover - <a href="https://online.kidsdiscover.com/">https://online.kidsdiscover.com/</a></li> <li>- Britannica - <a href="https://school.eb.com/levels/middle/">https://school.eb.com/levels/middle/</a></li> <li>- Brainpop - <a href="http://www.brainpop.com/">www.brainpop.com/</a></li> </ul>	
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## Unit 5: Ancient Latin America

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.</p> <p>6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop questions and plan inquiry.</li> <li>• Evaluate sources and use evidence to form claims.</li> <li>• Organize facts into meaningful thoughts and opinions.</li> <li>• Form and support opinions using facts.</li> <li>• Paraphrase information into their own words.</li> </ul>	
<p>6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.</p> <p>6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures.</p> <p>6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.</p> <p>6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.</p>	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Geography can impact the culture, religions, and societies that develop in a specific region.</li> <li>• The roles of citizens in society and government can vary within a region.</li> <li>• Modern governments, cultures, and societies are influenced by the past.</li> <li>• Cultural understanding can help different regions prosper.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How did ancient civilizations in Latin America create a lasting legacy?</li> <li>• How do people adapt to their geography and physical features?</li> <li>• How did Europeans and Native Americans interact and impact each other?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Religion played a central role in early American civilizations.</li> <li>• People of Latin America adapted to their environments in many ways.</li> <li>• Native Americans were negatively impacted by the Columbian Exchange following the arrival of Europeans.</li> <li>• Scientific, mathematical, and architectural achievements of the</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the ways in which geography, religion, and government helped shape ancient civilizations in Latin America.</li> <li>• Analyzing the innovations and advancements made by Latin American civilizations and how they compare with those of Europeans.</li> <li>• Gathering evidence from multiple sources to support a claim about historical events</li> </ul>

Maya, Aztec, and Inca, still influence the world today.

such as the Columbian Exchange.

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A M, A T, M, A A A M, A	<p>Further information:</p> <ul style="list-style-type: none"> <li>- DBQ Rubric</li> <li>- Research Notes Rubric</li> <li>- Research Presentation Rubric</li> <li>- Map Quiz Assessment</li> <li>- Vocabulary Quiz Assessment</li> <li>- Notebook Check Rubric</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Ancient Civilizations Project</b></p> <ul style="list-style-type: none"> <li>- Students will research and present their findings on one of the three major cultures of Latin America (Maya, Aztec, Inca).</li> <li>- Research will be based on GRAPES topics.</li> <li>- Students will present their findings as an interactive museum exhibit.</li> <li>- A 3D model, game, or other interactive aspect should engage visitors and showcase an achievement of the civilization.</li> <li>- Topic examples can include a Mayan handball game, a temple or shrine, terraced farming, Aztec calendars, or chinampas (floating gardens).</li> <li>- Exhibits can be on paper or done digitally (Canva).</li> </ul> <p><b>Columbian Exchange DBQ</b></p> <ul style="list-style-type: none"> <li>- Essential Question: Was the Columbian Exchange a positive or negative event in history?</li> <li>- Resources include a map of goods, livestock, and technology exchanged, primary sources detailing the experiences from both sides, and charts and graphs of travel and population growth and decline.</li> </ul>

<p>A</p> <p>M, A</p> <p>M, A</p> <p>M, A</p> <p>A</p> <p>A</p> <p>T, M, A</p> <p>M, A</p> <p>M, A</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Inquiry-Based Lessons to answer essential and supporting questions.</li> <li>- Document-Based Questions (DBQ's) writing assessment.</li> <li>- Atlas &amp; map activities.</li> <li>- Entrance/Exit slips.</li> <li>- Interactive notebook activities.</li> <li>- Unit vocabulary assessment.</li> <li>- Student self-reflection/self-assessment.</li> <li>- Peer evaluations/peer feedback.</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M M, A	Map pre-test of Latin America. KWL chart for ancient civilizations (Know, Wonder, Learn).	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher will explicitly teach unit specific vocabulary.</li> <li>• Students will analyze how Aztecs and Inca adapted to their physical geography, on a lake and in the mountains respectively.</li> <li>• Students will examine how these groups made similar advancements as other civilizations, such as the Romans and Egyptians.</li> <li>• Teacher will randomly select a geographic feature and ask students how people would have to adapt to farm and live there, leading to discussion of chinampas, terraced farming, and other advancements made in Latin America.</li> <li>• Students will identify ways in which these civilizations still impact how people of this region live today.</li> <li>• Teacher will present a scenario where aliens land on earth and we have to communicate and learn about them, leading to discussion of the Columbian Exchange.</li> <li>• Students will research and explore people and events that lead to the fall of these civilizations.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Interactive notebook activities.</li> <li>- Note taking and responses or journal entries.</li> <li>- Peer, small group, and class discussion.</li> <li>- Teacher conferencing during research and inquiry assessments.</li> <li>- Self assessment and reflection.</li> </ul>

	<ul style="list-style-type: none"><li>- Newsela - <a href="https://newsela.com/">https://newsela.com/</a></li><li>- Kids Discover - <a href="https://online.kidsdiscover.com/">https://online.kidsdiscover.com/</a></li><li>- Britannica - <a href="https://school.eb.com/levels/middle/">https://school.eb.com/levels/middle/</a></li><li>- Brainpop - <a href="http://www.brainpop.com/">www.brainpop.com/</a></li></ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Placement English Literature and Composition

April 2025

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Dr. Jasmina Ferizovic



## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Advanced Placement English Literature and Compositions

### Grades 11 and 12

Advanced Placement English Literature and Composition is a college level course for grades 11 and 12. The course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama). Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to interpret literary works. Student work is assessed with the College Board's Advanced Placement scoring rubric. Students are required to complete a summer reading assignment before starting the class. All AP students must take the AP Exam in May. The Exam tests students' ability to analyze a poem, a short fiction passage, and a specific concept in a work of literary merit.

### Connection to the Vision of a Graduate

Advanced Placement English Literature and Composition prepares students for college and careers and is aligned with New Milford High School's vision of the graduate as self-directed, independent adults who are lifelong learners and collaborators, contributing to local and global communities by applying 21st century skills and embracing challenges with vigor. We want our students to become effective communicators, critical thinkers, and problem solvers as they adopt a growth mindset and grow into self-aware and self-managing young adults.

## Pacing Guide

1. Unit 1: Short Fiction I – Analyzing Short Fiction	6 weeks
2. Unit 2: Poetry I– Understanding Poetry	6 weeks
3. Unit 3: Longer Fiction or Drama I – Exploring Longer Fiction and Drama	6 weeks
4. Unit 4: Short Fiction II – Deepening Literary Analysis	6 weeks
5. Unit 5: Poetry II – Advanced Poetry Analysis	6 weeks
6. Unit 6: Longer Fiction or Drama II – Advanced Fiction and Drama Analysis	6 weeks

## Unit 1: SHORT FICTION I Analyzing Short Fiction

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Include any national/state/or school goals (Power standards).</p> <p><b>CCSS.ELA-Literacy.RL.11-12.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Students can examine how authors use literary elements such as character, setting, plot, and narrator to convey themes and meanings.</li> <li>• Students can read and comprehend complex literary texts, making inferences and drawing conclusions based on textual evidence.</li> </ul>	
	<i>Meaning</i>	
<p><b>CCSS.ELA-Literacy.RL.11-12.3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>CCSS.ELA-Literacy.W.11-12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>• The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do characters in literature reflect and challenge societal values, beliefs, and cultural norms?</li> <li>• How do specific textual details convey and reveal a setting?</li> <li>• How does the structure and organization of a text influence its meaning and the reader's understanding?</li> <li>• In what ways does a narrator's perspective shape the reader's experience and interpretation of a text?</li> <li>• How do readers develop and support interpretations of literature using textual</li> </ul>

<p><b>SEL: Self-Awareness</b>  Students will develop the ability to recognize and understand their own emotions and how these emotions influence their interpretation of literary texts.</p>	<p>information are all structural choices made by a writer that contribute to the reader's interpretation of a text.</p> <ul style="list-style-type: none"> <li>● A narrator's perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<p>evidence?</p>
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<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Characters are revealed through: dialogue, behavior, other characters, the character's biases, relationships, and the environment.</li> <li>• Setting not only depicts time and place, but also conveys values associated with that setting.</li> <li>• Arrangement of parts of a text, their relationship to each other, and the sequence in which information is presented are structural choices made by the writer that shape the reader's interpretation of a text.</li> <li>• A thesis statement expresses an interpretation of a literary text and requires defense through use of textual evidence.</li> <li>• A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li> <li>• Textual evidence is strategic and purposeful</li> <li>• Textual evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, their perspective, and motives.</li> <li>• Identify and describe textual details that convey or reveal a setting. Identify and explain the function of point of view in a narrative.</li> <li>• Identify and describe how plot orders events in a narrative.</li> <li>• Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> <li>• Organize ideas in a logical sequence of claims</li> <li>• Provide strategically and purposefully selected textual evidence</li> <li>• Provide evidence to support a line of reasoning</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Student responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>- The essay provides specific evidence to support all claims in a line of reasoning.</li> <li>- The essay consistently explains how the evidence supports a line of reasoning and how multiple literary elements or techniques in the passage contribute to its meaning.</li> <li>- Demonstrates sophistication of thought and develops a complex literary argument.</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>Goal/challenge -- Write a well-written essay in which students analyze how the author uses literary elements and techniques to convey the character's complex experience in a given context.</p> <p>Role for student – Advanced placement student and literary critic Audience for student work – Classmates and wider New Milford High School community Situation – An essay for a literature class</p> <p>Products and performances generated by student:</p> <p>The following interchange, excerpted from an 1852 novel by Nathaniel Hawthorne, occurs when two characters who have been living on the Blithedale farm—a community designed to promote an ideal of equality achieved through communal living—are about to part ways. Read the passage carefully. In a well-written essay, analyze how Hawthorne portrays the narrator's attitude toward Zenobia through the use of literary techniques. (short fiction passage would follow the prompt)</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- A thesis that presents a defensible interpretation.</li> <li>- Evidence that supports a line of reasoning.</li> <li>- Explanation how the evidence supports the student's line of reasoning.</li> <li>- Appropriate grammar and punctuation in communicating the argument.</li> </ul>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> <li>- AP Classroom: Personal Progress Checks</li> </ul>
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### Stage 3 – Learning Plan

Code	<p style="text-align: center;"><b>Pre-Assessment</b></p> <p>The following pre-assessment will help the teacher check the students' prior knowledge, skill levels, and potential misconceptions.</p> <p>Students will view a well-known painting, such as E. Hopper's <i>Nighthawks</i>, and take notes on the following questions:</p> <ul style="list-style-type: none"> <li>- What do you notice?</li> <li>- How do you see this (evidence)?</li> <li>- Why is it important (analysis)?</li> </ul> <p>Students will then share observations in small groups. Lastly, the class will discuss how they determined the meaning of a painting, applying prior knowledge about literary elements such as character, setting, structure, point of view, and figurative language.</p>	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Students view and analyze the painting <i>Nighthawks</i> and discuss its emotional tone.</li> </ul>	<p>Progress Monitoring</p> <p>Teacher will check for understanding by:</p> <ul style="list-style-type: none"> <li>- The teacher introduces the unit theme of isolation through multimodal texts (e.g., visual art, video) to activate student interest and background knowledge.</li> </ul>
A	<ul style="list-style-type: none"> <li>- Students watch a video art critique to model literary analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher models analytical thinking by narrating the process of interpreting visual art and drawing literary parallels.</li> </ul>
A	<ul style="list-style-type: none"> <li>- Students are introduced to key literary elements for the unit.</li> </ul>	
A	<ul style="list-style-type: none"> <li>- Students examine the final essay prompt early in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explicitly connects visual elements in the painting to key literary terms (character, setting, etc.) that will be explored in the unit.</li> </ul>

		<ul style="list-style-type: none"> <li>- The teacher introduces and revisits the final essay prompt to frame students' analytical focus throughout the unit: "The following painting is "Nighthawks" by Edward Hopper, 1942. In this piece, the painter shows a scene from a late-night diner in a deserted city. "Read" the painting carefully. Then, in a well-written essay, analyze how Hopper uses artistic elements and techniques to convey the complex feelings of loneliness in an urban environment."</li> </ul>
A, M	<p><b><i>During Reading</i></b></p> <ul style="list-style-type: none"> <li>- Students read several short stories or prose excerpts analyzing literary terms such as character, setting, structure/plot, and point of view.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher models literary analysis through mini-lessons focused on elements such as character, setting, plot, and point of view.</li> </ul>
A, M	<ul style="list-style-type: none"> <li>- Students practice close reading and annotation on prose passages and short stories by completing homework, keeping journals, and in class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher guides students in developing and revising claims through scaffolded questioning and modeled examples.</li> </ul>
A, M	<ul style="list-style-type: none"> <li>- Students use acronyms to identify textual details and draw conclusions about characters in a text. For example, "STEAL" to analyze indirect characterization               <ul style="list-style-type: none"> <li>Speech - What does the character say?</li> <li>Thoughts - What is the character thinking?</li> <li>Effects on others - How others react to the character?</li> <li>Actions - How does the character behave? Does it change?</li> <li>Looks - Describe his/her appearance?</li> <li>What Others Say - other characters' opinion of the character</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The teacher introduces and reinforces annotation techniques and structured note-taking strategies like dialectical journals.</li> <li>- The teacher teaches character analysis using tools like the STEAL acronym and provides guided practice with selected texts.</li> <li>- The teacher provides AP essay samples and scoring rubrics, modeling how to evaluate and apply criteria to student writing.</li> </ul>
A, M	<ul style="list-style-type: none"> <li>- Students develop annotation techniques by using</li> </ul>	

A, M	<p>dialectical journals or Cornell Notes to gather evidence about characterization, setting, point of view, or structure in a prose fiction passage.</p> <ul style="list-style-type: none"> <li>- Students read sample essays from AP Central’s former exams. Students study the scoring guide criteria, and critique how effectively the sample essays communicate ideas.</li> </ul>	
A, M	<ul style="list-style-type: none"> <li>- Students apply the scoring guide to their own writing and reflect about their strengths and weaknesses.</li> </ul>	
T	<p><b>After Reading</b></p> <ul style="list-style-type: none"> <li>- Students demonstrate their ability to examine how authors use literary elements such as character, setting, plot, and narrator to convey themes and meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher assigns an open-ended literary analysis prompt aligned with AP expectations.</li> </ul>
T	<ul style="list-style-type: none"> <li>- A sample of an open essay prompt: “The following excerpt is from Brenda Peyando’s short story “The Rock Eaters,” published in 2021. In this passage, the narrator is one of a group of people who left their home country after developing the ability to fly, an ability that is accepted as realistically possible within the story. Years later, the group returns to that country with their children. Read the passage carefully. Then, in a well-written essay, analyze how Peynado uses literary elements and techniques to convey the narrator’s complex experience of this return home.”</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Abdon, Brandon, and Timothy McFarlan. <i>Advanced Placement English Literature and Composition</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher provides models of high-scoring essays and discusses effective structure and use of evidence.</li> <li>- The teacher conferences with students to offer individualized feedback on thesis clarity and use of literary elements.</li> <li>- The teacher facilitates revision by guiding students to refine claims, strengthen textual analysis, and clarify organization.</li> <li>- The teacher reads student work and adjusts instruction as needed</li> <li>- The teacher reads student writing and provides detailed individualized feedback following the AP scoring guide criteria for thesis, evidence and commentary, and sophistication</li> </ul>

	<p>Perfection Learning, 2021.</p> <ul style="list-style-type: none"> <li>- AP Central AP English Literature and Composition Exam Questions</li> <li>- Selected short stories and prose fiction excerpts</li> </ul>	
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## Unit 2: POETRY I: Understanding Poetry

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Include any national/state/or school goals (Power standards).</p> <p><b>CCSS.ELA-Literacy.RL.11-12.3:</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Students can assess how characters evolve throughout a narrative and how their development contributes to the overall central idea/theme.</li> <li>Students can identify and analyze central ideas in poetry and understand their development and significance.</li> </ul>	
	<i>Meaning</i>	
<p><b>CCSS.ELA-Literacy.W.11-12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>SEL: Social Awareness</b> Through analyzing diverse characters and themes, students will enhance their empathy and understanding of different perspectives and cultural contexts</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>The arrangement of the parts of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are structural choices made by a writer that contribute to the reader's interpretation of a text.</li> <li>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do the characters in poems reveal the values, beliefs, and biases of their society?</li> <li>Why does the way a poem is organized change the way we understand its meaning?</li> <li>How do authors use comparisons and figurative language to make their writing more powerful and meaningful?</li> </ul>

	readers to interpret a text.	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Specific textual details that reveal a character, that character's perspective, and that character's motives.</li> <li>• Structure in a poem.</li> <li>• Contrasts within a poem.</li> <li>• A thesis statement expresses an interpretation of a literary text and requires defense with textual evidence.</li> <li>• A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li> <li>• Writers use evidence strategically and purposefully to illustrate, clarify, or amplify a point.</li> <li>• Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying shifts in focus, tone, or perspective, and analyzing how these changes highlight contrasts that deepen understanding of the poem's themes.</li> <li>• Examining how authors use language and formatting to signal changes in narrative direction or emphasis, enhancing their comprehension of the poem's structure and meaning.</li> <li>• Exploring how pronouns and their antecedents function within a poem, and how unclear references can lead to multiple interpretations, enriching their analytical skills.</li> <li>• Evaluating how repeated elements draw attention to key themes or emotions, contributing to the poem's overall impact and meaning.</li> <li>• Explaining figurative language in a text.</li> <li>• Recognizing similes and understanding their role in drawing comparisons between different concepts or objects.</li> <li>• Understanding metaphors and their use in implying similarities between unrelated concepts to reveal deeper meanings.</li> <li>• Recognizing alliteration and analyzing how the repetition of initial consonant sounds emphasizes words and their</li> </ul>

		<p>associations.</p> <ul style="list-style-type: none"> <li>• Understanding how repeating words or phrases emphasizes ideas or associations within a poem.</li> <li>• Analyzing how contrasts, introduced through various literary elements, highlight differences and contribute to the poem's meaning.</li> <li>• Developing a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> <li>• Organizing ideas in a logical sequence of claims</li> <li>• Providing strategically and purposefully selected textual evidence</li> <li>• Providing evidence to support a line of reasoning</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Student responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>- The essay provides specific evidence to support all claims in a line of reasoning.</li> <li>- The essay consistently explains how the evidence supports a line of reasoning and how multiple literary elements or techniques in the passage contribute to its meaning.</li> <li>- Demonstrates sophistication of thought and develops a complex literary argument.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge -- Write a well-written essay in which students analyze how the author uses literary elements and techniques to develop a central idea in a poem.</p> <p>Role for student – Advanced placement student and literary critic  Audience for student work – Classmates and wider New Milford High School community  Situation – An essay for a literature class</p> <p>Products and performances generated by student:</p> <p>Example: In William Channing’s poem “The Barren Moors,” published in 1843, the speaker addresses moors, open expanses of wild, uncultivated land. Read the poem carefully. Then, in a well-written essay, analyze how Channing uses literary elements and techniques to develop a complex portrayal of the speaker’s experience of this natural setting.</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- A thesis that presents a defensible interpretation.</li> <li>- Evidence that supports a line of reasoning.</li> <li>- Explanation how the evidence supports the student’s line of reasoning.</li> <li>- Appropriate grammar and punctuation in communicating the argument.</li> </ul>



		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> <li>- AP Classroom: Personal Progress Checks</li> </ul>
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### Stage 3 – Learning Plan

Code	<p align="center"><b>Pre-Assessment</b></p> <p>The following pre-assessment will help the teacher check the students' prior knowledge, skill levels, and potential misconceptions.</p> <p>In small groups, students will answer “What is poetry?” and “How do we read poetry differently than reading prose?” After the discussion, students will read and give a report from the first chapter in Perrine’s <i>Sound and Sense</i>, setting the stage for the unit.</p>	
M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Define poetry and how to read poetry. Exploratory class discussion to immerse students in the different language of poetry and concrete strategies for reading poetry.</li> </ul>	<p>Progress Monitoring</p> <p>Teacher will monitor understanding by:</p> <ul style="list-style-type: none"> <li>- The teacher facilitates an open discussion to define poetry and introduces strategies for reading poems aloud and visually.</li> <li>- The teacher uses guiding questions and diverse examples to help students explore how poetic language differs from prose.</li> </ul>
M, A	<p><b>During reading</b></p> <ul style="list-style-type: none"> <li>- Build foundational knowledge of poetic devices. Through homework exercises, students methodically build skills and knowledge in identifying and analyzing how various poetic devices function in a poem.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher organizes and scaffolds learning tasks with gradual release of responsibility.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>- Paraphrase. To prevent misreading of poems, students initially translate the poem’s prose meaning, both orally with classmates, and independently in written homework assignments.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher assigns targeted homework to reinforce identification and analysis of poetic devices.</li> <li>- The teacher models paraphrasing and provides guided practice translating poems</li> </ul>

M, A	<ul style="list-style-type: none"> <li>- Teacher models annotations. Using a popular song, the teacher facilitates annotating the lyrics and leads a discussion and elicits responses with follow up questions.</li> </ul>	<p>into prose meaning.</p> <ul style="list-style-type: none"> <li>- The teacher annotates a song lyric live, asking layered questions and inviting student interpretations.</li> </ul>
T	<ul style="list-style-type: none"> <li>- Students self-reflect about the change from their initial interpretation to the meaning gained after a focused close reading and annotating.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher prompts reflection through discussion questions comparing initial and revised interpretations.</li> </ul>
T	<ul style="list-style-type: none"> <li>- Apply of annotation skills: Small groups are assigned portions from a poem that they visually represent in a graphic organizer or an illustration. A gallery walk follows when each group explains their analysis to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher organizes group analysis by assigning poem sections and guiding creation of visual representations; facilitates a gallery walk to deepen understanding.</li> </ul>
T	<ul style="list-style-type: none"> <li>- On demand timed writing. Once students have had ample instruction and practice with the reading strategies above, they apply their analysis skills in a formal essay on the released Question 2 exam prompts.</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>- Perrine, Laurence. <i>Sound and Sense: An Introduction to Poetry</i>. 5th ed., Harcourt Brace Jovanovich, 1977.</li> <li>- Abdon, Brandon, and Timothy McFarlan. <i>Advanced Placement English Literature and Composition</i>. Perfection Learning, 2021.</li> <li>- AP Central AP English Literature and Composition Exam Questions</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher administers a timed writing task using a released AP prompt to assess students' analytical writing under exam conditions.</li> </ul>

## Stage 1 Desired Results

## ESTABLISHED GOALS

Include any national/state/or school goals (Power standards).

**CCSS.ELA-Literacy.RL.11-12.4:**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

**CCSS.ELA-Literacy.W.11-12.2:**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

**SEL: Relationship Skills**

By exploring the impact of setting and context, students will improve their ability to understand and navigate various

*Transfer*

*Students will be able to independently use their learning to...*

- Students can analyze how the setting influences characters, plot, and themes within a longer fiction or drama.
- Students can place literary works within their historical, cultural, and social contexts to enhance understanding.

*Meaning*

## UNDERSTANDINGS

*Students will understand that...*

- Characters' actions, dialogue, and development reflect their personal beliefs and cultural backgrounds.
- The time and place of a story influence its themes and character behaviors.
- An author's choices in organizing plot elements and revealing information affect the narrative's meaning.
- Interpretations of literary works must be supported using specific textual evidence.

## ESSENTIAL QUESTIONS

*Students will keep considering...*

- How do characters' actions, words, and thoughts reveal their personal beliefs and cultural backgrounds?
- In what ways does the setting influence the plot and character development?
- How does the order and structure of events in a story shape our understanding of its themes?
- How can we support our interpretations of literature with evidence from the text?

social and cultural dynamics.	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p><u><i>Character development:</i></u></p> <ul style="list-style-type: none"> <li>• Character traits based on character comparisons</li> <li>• Character's actions or inactions</li> <li>• Character shifts in behavior or perspective</li> <li>• Narrator's perspective about a character</li> <li>• Setting includes the social, cultural and historical situation during which the events in the text occur</li> <li>• Conflict is a tension between competing values, either within a character or with outside forces.</li> </ul> <p>Literary arguments:</p> <ul style="list-style-type: none"> <li>• A thesis statement expresses an interpretation of a literary text and requires defense through use of textual evidence.</li> <li>• A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li> <li>• Writers use evidence strategically and purposefully to illustrate, clarify, or amplify a point.</li> <li>• Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Detecting and explaining changes in a character's perspective or behavior, analyzing the causes and effects of these shifts.</li> <li>• Detecting and explaining changes in a character's perspective or behavior, analyzing the causes and effects of these shifts</li> <li>• Evaluating similarities and differences between characters, explaining how these comparisons enhance understanding of their roles and relationships.</li> <li>• Drawing conclusions about a character's motives based on their actions or inactions, supporting inferences with textual evidence.</li> <li>• Discussing how the narrator's perspective influences the portrayal of a character, affecting reader understanding.</li> <li>• Identifying and describing specific textual details that convey a setting.</li> <li>• Explaining the function of conflict in a text.</li> <li>• Developing a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Developing commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>• Selecting and using relevant and sufficient evidence to both develop and support a line of reasoning.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Student responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>- The essay provides specific evidence to support all claims in a line of reasoning.</li> <li>- The essay consistently explains how the evidence supports a line of reasoning and how multiple literary elements or techniques in the passage contribute to its meaning.</li> <li>- Demonstrates sophistication of thought and develops a complex literary argument.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Goal/challenge -- Write a well-written essay in which students present an overarching interpretation of the meaning of the literary work as a whole, or theme.</p> <p>Role for student – Advanced placement student and literary critic Audience for student work – Classmates and wider New Milford High School community</p> <p>Situation – An essay for a literature class</p> <p>Products and performances generated by student:</p> <p>Many works of literature feature a rebel character who changes or disrupts the existing state of societal, familial, or political affairs in the text. They may break social norms, challenge long-held values, subvert expectations or participate in other forms of resistance. The character's motivation for this rebellious behavior is often complex. Use the work of fiction we have studied in class (insert title) in which a character changes or disrupts the existing state of societal, familial, or political affairs. Then in a well-written essay, analyze how the complex motivation of the rebel contributes to an interpretation of the work as a whole. Do not merely summarize the plot.</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- A thesis that presents a defensible interpretation.</li> </ul>

		<ul style="list-style-type: none"> <li>- Evidence that supports a line of reasoning.</li> <li>- Explanation how the evidence supports the student's line of reasoning.</li> <li>- Appropriate grammar and punctuation in communicating the argument.</li> </ul>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> <li>- AP Classroom: Personal Progress Checks</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
	<p>The following pre-assessment will help the teacher check the students' prior knowledge, skill levels, and potential misconceptions.</p> <p><i>NOTE:</i> This is a sample pre-assessment. Teachers may select other literary works for the long fiction unit and modify pre-assessments accordingly.</p> <p>Students will read the stage directions in Scene 1 of <i>The Glass Menagerie</i> and take notes on the following questions:</p> <ul style="list-style-type: none"> <li>- What do you notice about the setting (time and place)?</li> <li>- How do you see this (evidence)?</li> <li>- Why is it important (analysis)?</li> </ul> <p>Students will share observations in a whole-class discussion.</p> <p>Teacher will show Pablo Picasso's painting Guernica and invite students to relate images to the allusion to the historical event in the stage directions.</p> <p>Finally, teacher will introduce a unit objective to set the stage for learning: "Analyze the author's use of details to create a setting, and how that setting may relate to the meaning of Scene 1 (and the play as a whole)."</p>	
A, M	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Discuss open-ended topics that introduce key themes in the literary work: Would you sacrifice your goals and dreams for your responsibility to loved ones? (<i>The Glass Menagerie</i>)</li> </ul> <p>How does our society treat the elderly? (<i>King Lear</i>)</p> <p>What does it mean to be human? (<i>1984</i>)</p> <p><b>During reading</b></p> <ul style="list-style-type: none"> <li>- While studying Shakespeare's plays, students keep a</li> </ul>	<p>Progress Monitoring</p> <p>Teacher will monitor understanding by:</p> <ul style="list-style-type: none"> <li>- The teacher poses open-ended, thematic questions to introduce core ideas in each literary work and facilitate rich class discussion.</li> </ul> <ul style="list-style-type: none"> <li>- The teacher assigns and models dialectical</li> </ul>
A, M		



M	<p>dialectical journal to analyze how the author uses literary devices in major soliloquies/monologues to reveal character or convey themes.</p> <ul style="list-style-type: none"> <li>- After having read Chapter 9 of Zora Neal Hurston's <i>Their Eyes Were Watching God</i>, students use a graphic organizer such as a T-chart to trace Janie's character development (her speech, thoughts, effect on others or others' effect on her, actions, and looks "STEAL") before and after Jody's funeral. Students use the organizer to explain why Janie changes and the meaning of this change.</li> </ul>	<p>journal entries, focusing on soliloquies and monologues to unpack literary devices and character development.</p> <ul style="list-style-type: none"> <li>- The teacher provides structured graphic organizers (e.g., STEAL) and guides students in tracing and analyzing character change with textual support.</li> </ul>
T, M	<ul style="list-style-type: none"> <li>- Students draft a literary argument that analyzes how Hamlet's "To be or not to be" soliloquy reveals his conflicting perspectives and motives, especially through contrasting ideas and images in the soliloquy. Partners read each other's arguments and critique the degree to which the peer has justified their claims with evidence and logical explanations articulating the relationship among evidence, line of reasoning and the thesis.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher leads a close reading of Hamlet's soliloquy and provides scaffolding for developing and revising literary arguments.</li> </ul>
A, M	<ul style="list-style-type: none"> <li>- Students play an interactive game for a week to imagine living in the futuristic dystopia for 1984. Classmates enact roles of Party members or thought police, and are given a long list of arbitrary rules they must obey, such as always wearing blue, using a party issued pen, greeting each other with "Good morning comrade," and teachers with "I am eager to learn", and so on. Thought police submit reports of offenses to Big Brother. After the game, students write a self-reflection, comparing their experience to the world of the novel.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher organizes a classroom simulation of 1984's dystopia, monitors engagement, and facilitates post-activity reflection linking experience to text.</li> </ul>
M	<ul style="list-style-type: none"> <li>- Highlight the ending passage of <i>1984</i> where Winston is sitting in the Chestnut Tree Cafe imagining that a "long</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher assigns a debate using the final passage of <i>1984</i>, guiding students in</li> </ul>

M	<p>hoped for bullet” is entering his brain. Have one half of the class select textual evidence for the claim that Winston’s rebellion was worthwhile, and the other half against this claim. Students use evidence to support group conclusions in a debate.</p> <ul style="list-style-type: none"> <li>- Students compare and contrast a pivotal scene or event between the original text and a film adaptation. Critique the film director’s choices about how effectively they represent the characters and themes in the longer work of fiction.</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Abdon, Brandon, and Timothy McFarlan. <i>Advanced Placement English Literature and Composition</i>. Perfection Learning, 2021.</li> <li>- AP Central AP English Literature and Composition Exam Questions</li> <li>- Selected short stories and prose fiction excerpts</li> </ul> <p><b>11th and 12th grade longer fiction and drama</b>  1984  <i>Alice's Adventures in Wonderland</i>  <i>Beloved</i>  <i>Beowulf</i>  <i>Brave New World</i>  <i>Cannery Row</i>  <i>Catch-22</i>  <i>Crime and Punishment</i>  <i>Death of a Salesman</i></p>	<p>gathering and citing textual evidence to support opposing interpretations.</p> <ul style="list-style-type: none"> <li>- The teacher selects and screens a film adaptation of the studied text and facilitates comparative analysis through discussion and critical writing prompts.</li> </ul>
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	<i>East of Eden</i> <i>Gulliver's Travels</i> <i>Hamlet</i> <i>Handmaid's Tale</i> <i>Heart of Darkness</i> <i>King Lear</i> <i>Love in the Time of Cholera</i> <i>Macbeth</i> <i>Oedipus the King</i> <i>Othello</i> <i>Rosencrantz &amp; Guildenstern are Dead</i> <i>Their Eyes Were Watching God</i> <i>The Glass Menagerie</i> <i>The Grapes of Wrath</i> <i>The Mayor of Casterbridge</i> <i>The Plague</i> <i>The Road</i> <i>The Stranger</i> <i>Waiting for Godot</i>  <i>Wuthering Heights</i>	
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## Unit 4: SHORT FICTION II: Deepening Literary Analysis

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Include any national/state/or school goals (Power standards).</p> <p><b>CCSS.ELA-Literacy.RL.11-12.5:</b> Analyze how an author's choices concerning how to structure specific parts of a text affect meaning and contribute to the overall structure.</p> <p><b>CCSS.ELA-Literacy.W.11-12.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><b>SEL: Self-Management</b> Engaging with literary devices and poetic forms will help students manage their emotional responses and express themselves creatively.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Students will understand that characters in literature reflect diverse values, beliefs, assumptions and cultural norms.</li> <li>Students will explain how setting in a narrative establishes time and place, and also communicates underlying values tied to those contexts.</li> <li>Students will assess that a writer's choice of text structure—how parts relate to each other and the order in which information is revealed—contributes to the reader's interpretation of a text.</li> <li>Students will analyze how a narrator's perspective controls the details that affect how readers experience and interpret the text.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Characters hold values, beliefs, biases, and cultural norms.</li> <li>Setting reveals social, cultural, and historical aspects of the time and place.</li> <li>Plot is purposeful arrangement and sequencing of narrative parts.</li> <li>A narrator/speaker' perspective shapes the reader's interpretation.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do a character's traits reveal their underlying values, beliefs, and biases?</li> <li>In what ways does the setting shape the story's tone, themes, and character development?</li> <li>How does the sequence of events in a plot influence the narrative's meaning and impact?</li> <li>How does the chosen point of view affect our understanding and interpretation of the narrative?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>● Character development:             <ul style="list-style-type: none"> <li>● character's choices—in speech, action, and inaction</li> <li>● Protagonist/antagonist</li> <li>● Conflict among characters</li> </ul> </li> <li>● Setting can affect mood and atmosphere.</li> <li>● Setting is the environment the character inhabits.</li> <li>● Plot structure and sequence and the writer's deliberate choices.</li> <li>● A narrator's perspective affects how readers experience and interpret a text.</li> <li>● A thesis statement expresses an interpretation of a literary text and requires defense through use of textual evidence.</li> <li>● A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li> <li>● Evidence strategically and purposefully illustrates a point.</li> <li>● Grammar, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying and describing what specific textual details reveal about a character, that character's perspective, and that character's motives.</li> <li>● Explaining the function of contrasting characters.</li> <li>● Describing how textual details reveal nuances and complexities in characters' relationships.</li> <li>● Describing the relationship between a character and setting.</li> <li>● Identifying how the plot orders events in a narrative.</li> <li>● Identifying and describing details, diction, or syntax in a text that reveal a narrator's perspective.</li> <li>● Developing a thesis statement that conveys a defensible claim about an interpretation of literature.</li> <li>● Developing commentary that explains relationships among evidence, a line of reasoning, and thesis.</li> <li>● Selecting and using relevant evidence to develop and support a line of reasoning.</li> <li>● Demonstrating control over the elements of composition to communicate clearly.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<ul style="list-style-type: none"> <li>- Student responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>- The essay provides specific evidence to support all claims in a line of reasoning.</li> <li>- The essay consistently explains how the evidence supports a line of reasoning and how multiple literary elements or techniques in the passage contribute to its meaning.</li> <li>- Demonstrates sophistication of thought and develops a complex literary argument.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Goal/challenge -- Write a well-written essay in which students analyze how the author uses literary elements and techniques to develop a character.</p> <p>Role for student – Advanced placement student and literary critic</p> <p>Audience for student work – Classmates and wider New Milford High School community</p> <p>Situation – An essay for a literature class</p> <p>Products and performances generated by student:</p> <p>Read carefully the short story “Eleven” by Sandra Cisneros. Then write an essay analyzing how the author, Sandra Cisneros, uses literary techniques to characterize Rachel.</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- A thesis that presents a defensible interpretation.</li> <li>- Evidence that supports a line of reasoning.</li> <li>- Explanation how the evidence supports the student’s line of reasoning.</li> <li>- Appropriate grammar and punctuation in communicating the argument.</li> </ul>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> <li>- AP Classroom: Personal Progress Checks</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
	To assess students' prior knowledge, students will read a short story "The Birthday Party" (or teacher's choice) and discuss in small groups and as a whole class, how a symbol functions in the story to reveal a character or to develop a theme.	
A, M	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>- After students have read Chopin's "The Story of an Hour," ask them to divide the text into sections in which the setting conveys a distinct mood or atmosphere. Then, have students mark the text in each section to indicate the words, phrases, clauses, and images that contribute to the mood and atmosphere.</li> <li>- After students read the short story "The Birthday Party" by Katherine Brush, have them summarize each of the three paragraphs in three three-word sentences. Pair or small groups then examine how the author's choices about sequencing the plot influence the reader's interpretation of the wife's character.</li> <li>- Divide students into small groups, and assign each group a section of Faulkner's "A Rose for Emily." Have students list the specific details (e.g. physical descriptions, daily manner of living, etc.) from the text that indicate the setting. Each group then writes a brief explanation of the details in their section, including textual evidence. Students do a gallery walk and then connect the setting details from the whole story to draw</li> </ul>	<p>Progress Monitoring</p> <p>Teacher will check for understanding by:</p> <ul style="list-style-type: none"> <li>- The teacher guides students in dividing Chopin's text into mood-based sections and models how to annotate for mood through diction and imagery.</li> <li>- The teacher assigns a summarization task for Brush's story and facilitates group discussion on how plot sequencing affects character interpretation.</li> <li>- The teacher assigns each group a section of Faulkner's story, prompts close analysis of setting details, and organizes a gallery walk to synthesize findings.</li> </ul>



	<p>conclusions about the meaning of setting.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Abdon, Brandon, and Timothy McFarlan. <i>Advanced Placement English Literature and Composition</i>. Perfection Learning, 2021.</li> <li>- AP Central AP English Literature and Composition Exam Questions</li> <li>- Selected short stories and prose fiction excerpts</li> </ul>	
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## Unit 5: POETRY II: Advanced Poetry Analysis

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Include any national/state/or school goals (Power standards).</p> <p><i>CCSS.ELA-LITERACY.RL.7.2:</i> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><i>CCSS.ELA-LITERACY.RL.7.3:</i> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>SEL: Empathy Students will be independently able to analyze and create poetry, enhancing their self-awareness, empathy, and emotional expression.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Students can analyze how an author's structural choices—such as the arrangement and sequence of text—shape their interpretation.</li> <li>• Students can distinguish between literal and figurative meanings in a text, interpreting how comparisons, representations, and associations contribute to deeper understanding.</li> <li>• Students can explain the function of literary devices such as imagery, metaphor, and personification, and how these elements invite readers to interpret texts beyond their literal meaning.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Closed forms and open forms in poetry follow predictable patterns in the structure of lines, stanzas, meter, and rhyme which develop ideas in a poem.</li> <li>• Word choice, imagery, and figurative language shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>• Comparisons and associations in word choice shift meaning from the literal to the figurative and invite readers to interpret a text.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do structures combine in poems to emphasize certain ideas and concepts?</li> <li>• How do comparisons and associations in a text transform its meaning from literal to figurative, and how does this encourage readers' deeper interpretation?</li> <li>• How do words with multiple meanings, and use of hyperbole or understatement modify the things they describe and affect readers' interpretations of a poem?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>● Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.</li> <li>● Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structure that develop relationships between ideas in the poem.</li> <li>● Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.</li> <li>● Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing a aspect of an object focuses attention on that trait and conveys a perspective about the object.</li> <li>● Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.</li> <li>● An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.</li> <li>● Allusions in a text can reference</li> </ul>	<ul style="list-style-type: none"> <li>● Explaining the function of structure in a text.</li> <li>● Distinguishing between literal and figurative meanings of words and phrases.</li> <li>● Identifying and explaining the function of metaphor, personification, and allusion.</li> <li>● Developing a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>● Developing commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> </ul>

	<p>literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.</p> <ul style="list-style-type: none"> <li>• A thesis statement expresses an interpretation of a literary text and requires defense through use of textual evidence.</li> <li>• A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li> <li>• Writers use evidence strategically and purposefully to illustrate, clarify, or amplify a point.</li> <li>• Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li> </ul>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Student responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>- The essay provides specific evidence to support all claims in a line of reasoning.</li> <li>- The essay consistently explains how the evidence supports a line of reasoning and how multiple literary elements or techniques in the passage contribute to its meaning.</li> <li>- Demonstrates sophistication of thought and develops a complex literary argument.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge -- Write a well-written essay in which students analyze how the author uses literary elements and techniques to develop a central idea in a poem.</p> <p>Role for student – Advanced placement student and literary critic Audience for student work – Classmates and wider New Milford High School community</p> <p>Situation – An essay for a literature class</p> <p>Products and performances generated by student:</p> <p>1982 Poem: “The Groundhog” (Richard Eberhart) Prompt: Write an essay in which you analyze how the language of the poem reflects the changing perceptions and emotions of the speaker as he considers the metamorphosis of the dead groundhog. Develop your essay with specific references to the text of the poem.</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- A thesis that presents a defensible interpretation.</li> <li>- Evidence that supports a line of reasoning.</li> <li>- Explanation how the evidence supports the student’s line of reasoning.</li> <li>- Appropriate grammar and punctuation in communicating the argument.</li> </ul>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Socratic seminars</li> <li>• Small group and whole class discussions</li> <li>• Close reading annotations</li> <li>• Graphic organizers</li> <li>• Writing portfolio and self-assessments</li> <li>• On-demand timed writing responses</li> <li>• Peer and teacher feedback on writing responses</li> <li>• AP Classroom: Personal Progress Check 1</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
	<p>The following pre-assessment will help the teacher check the students' prior knowledge, skill levels, and potential misconceptions.</p> <p>Teacher will provide the poem "The Groundhog" by Richard Eberhart and read the essay prompt: Write an essay in which you analyze how the language of the poem reflects the changing perceptions and emotions of the speaker as he considers the metamorphosis of the dead groundhog. Develop your essay with specific references to the text of the poem.</p> <p>Students will hear the poem read aloud once, and read it silently a second time. They will be asked to section off the parts in the poem where they notice a shift in the speaker's perceptions and emotions regarding the dead groundhog. Afterwards, the whole class will share and justify their decisions about how to identify junctures and transitions in a poem.</p>	
A, M	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Using Elizabeth Bishop's "The Fish," students will highlight what they consider to be four or five of the most important images in the poem. Then, they will identify an abstract noun (thematic idea) that each highlighted image conveys. Finally, students will explain how the individual images work together to convey meaning in the poem and explain the relationships among the abstract nouns they identified.</li> </ul>	<p>Progress Monitoring</p> <p>Teacher will monitor understanding by:</p> <ul style="list-style-type: none"> <li>- Monitor class discussion</li> <li>- Read and assess student writing and adjust instruction as needed</li> <li>- Monitor class discussion</li> </ul>
A, M	<ul style="list-style-type: none"> <li>- Students will examine the structure of Elizabeth Barrett Browning's "How Do I Love Thee?" through a jigsaw strategy. After being assigned their "base" groups, students work with their various "expert" groups to explore one of the following: The closed-form characteristics of the poem, shifts and contrasts in the poem, ideas in the octave, and ideas in the sestet. In</li> </ul>	

M, T	<p>the base groups, students share with peers what they have learned about their particular topic in order to explain how the poem's structure emphasizes certain ideas and concepts.</p> <ul style="list-style-type: none"> <li>- Using John Donne's "The Sun Rising," students will mark the individual metaphors throughout the poem. For each metaphor, students will explain how the compared traits convey a particular perspective and contribute to figurative meaning. Next, they will examine the metaphors again to determine which individual metaphors seem to work together for a larger comparison. Students should mark the text to indicate that those metaphors work together. Finally, students will explain how the metaphors that work together convey a particular perspective and contribute to an interpretation of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitate student debate or socratic seminar and monitor responses</li> </ul>
T	<ul style="list-style-type: none"> <li>- After students have written a draft of a literary argument about a poem, they will work in small groups to read their peers' essays and carefully consider the interpretations of the poem presented in each thesis. Students will compare their own interpretation of the poem with their peers', carefully noting similarities and differences. When students revise their essays, they may choose to modify their own interpretations and thesis statements based on these alternative interpretations from their peers' writing.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<ul style="list-style-type: none"> <li>- Read student writing and provide detailed individualized feedback following the AP scoring guide criteria for thesis, evidence and commentary, and sophistication</li> </ul>



	<ul style="list-style-type: none"> <li>- Perrine, Laurence. <i>Sound and Sense: An Introduction to Poetry</i>. 5th ed., Harcourt Brace Jovanovich, 1977.</li> <li>- Abdon, Brandon, and Timothy McFarlan. <i>Advanced Placement English Literature and Composition</i>. Perfection Learning, 2021.</li> <li>- AP Central AP English Literature and Composition Exam Questions</li> </ul>	
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**Stage 1 Desired Results**

ESTABLISHED GOALS Include any national/state/or school goals (Power standards).	<b>Transfer</b>	
<p><i>CCSS.ELA-LITERACY.RL.11-12.7:</i> Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p><i>CCSS.ELA-LITERACY.RL.11-12.9:</i> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of British and American literature.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Students can understand how characters represent and explore different values, beliefs, biases, and cultural norms through their actions and decisions.</li> <li>Students can interpret how the perspective of the narrator or speaker shapes the portrayal of events and characters, influencing readers' experience of the text. Students can analyze how comparisons, representations, and associations shift meaning from literal to figurative, inviting deeper interpretations.</li> <li>Students can build and communicate interpretations of literature through well-supported arguments, citing specific evidence from the text.</li> </ul>	
	<b>Meaning</b>	
<p><i>CCSS.ELA-LITERACY.W.11-12.4:</i> Produce clear and coherent writing appropriate to task, purpose, and audience.</p> <p><i>SEL:</i> Self Management Developing advanced arguments requires self-regulation and discipline, as students organize and synthesize information effectively.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Characters' actions, dialogue, and development reflect their personal beliefs and cultural backgrounds.</li> <li>The time and place of a story influence its themes and character behaviors.</li> <li>An author's choices in organizing plot elements and revealing information affect the narrative's meaning.</li> <li>Interpretations of literary works must be supported using specific textual evidence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do characters' actions, words, and thoughts reveal their personal beliefs and cultural backgrounds?</li> <li>In what ways does the setting influence the plot and character development?</li> <li>How does the order and structure of events in a story shape our understanding of its themes?</li> <li>How can we support our interpretations of literature with evidence from the text?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Minor characters often remain unchanged because they only help advance the plot or interact with major characters.</li> <li>• A character's responses to the resolution of the narrative reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors of that character.</li> <li>• Events in a plot collide and accumulate to create a sense of anticipation and suspense.</li> <li>• Changes or inconsistencies in a narrator's perspective may contribute to irony or the complexity of a text.</li> <li>• A thesis statement expresses an interpretation of a literary text and requires defense through use of textual evidence.</li> <li>• A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the function of a character changing or remaining unchanged.</li> <li>• Explaining how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</li> <li>• Explaining the function of a significant event or related set of significant events in a plot.</li> <li>• Identifying and describing details, diction, or syntax in a text that reveal a narrator's perspective.</li> <li>• Developing a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>• Developing commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Video transcript responds to the essay prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>- The video transcript and video provide specific evidence to support all claims in a line of reasoning.</li> <li>- The video transcript and video consistently explain how the evidence supports a line of reasoning and how multiple literary elements or techniques in the passage contribute to its meaning.</li> <li>- Demonstrates sophistication of thought and develops a complex literary argument.</li> <li>- The video is well conceived, planned, and organized.</li> <li>- Students create an original persona for their educational video series to convey a humorous effect.</li> <li>- The script is accurate and neatly written following the requirements for theme analysis.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Goal/challenge - applicable to real world: Students will plan, write and produce an instructional video that summarizes and provides a literary analysis of characters and themes for a work of longer fiction. They will imitate a professionally created educational web video series that summarizes and analyzes various literary works in a comedic manner</p> <p><b>Role</b> for student: Literary expert of a web video series</p> <p><b>Audience</b> for student work: High school English students within and outside the New Milford High School community</p> <p><b>Situation</b> - applicable to real world: Create a video that analyzes the theme in a selected work of longer fiction currently studied in class.</p> <p><b>Products</b> and performances generated by student Students will create a video lesson explaining the theme in a novel or play. The video will be modeled after an educational web series titled "Thug Notes." Students will write a script for the production of their video.</p> <p><b>Standards/criteria</b> for judging success</p> <ul style="list-style-type: none"> <li>- The video includes the following elements:</li> <li>- Question 3 prompt from a list of prompts provided</li> <li>- Theme statement</li> <li>- 2 critical scenes or evidence relevant to the theme</li> <li>- Visuals to illustrate selected evidence</li> </ul>

	<ul style="list-style-type: none"> <li>- Successful completion of the video recording using a teacher created rubric.</li> </ul>	<ul style="list-style-type: none"> <li>- The student featured as the actor/narrator along with additional “actors” to narrate the content</li> <li>- 1-2 direct quotations</li> <li>- A written script of the entire video production. The script is focused, organized, and keeps time constraints</li> <li>- 4-4:30 minute length for the video</li> <li>- An original title for the video series that reflects the style and persona of the presentation (e.g. “Fancy Notes,” “Soccer Mom Notes,” “Absurdist Notes” etc.)</li> </ul>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Socratic seminars</li> <li>● Small group and whole class discussions</li> <li>● Close reading annotations</li> <li>● Graphic organizers</li> <li>● Writing portfolio and self-assessments</li> <li>● On-demand timed writing responses</li> <li>● Peer and teacher feedback on writing responses</li> <li>● AP Classroom: Personal Progress Check 1</li> </ul>

## Stage 3 – Learning Plan

<b>Code</b>	<b>Pre-Assessment</b>	
	The following pre-assessment will help the teacher check the students' prior knowledge, skill levels, and potential misconceptions.	
	Prior to assigning the novel <i>1984</i> by George Orwell, students will apply their prior knowledge and skills about close reading and annotation to the opening page of Chapter 1. Small groups will read aloud the opening passage and annotate the text. Each group will be assigned to pay attention to only two literary devices. Using textual evidence, groups will draw a visual representation of the setting and include the most relevant textual evidence in their drawing. Groups will share their understanding in a jigsaw activity by group members rotating from their "home" group.	
A, M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, T	<ul style="list-style-type: none"> <li>- Students will read closely a passage that develops a protagonist's significant change, which may be either a result of a sudden epiphany or following a gradual process of change. For example, during reading <i>East of Eden</i>, students will reflect on and evaluate Adam's confrontation of Kate in the brothel when he triumphs over her control.</li> <li>- Students will keep a dialectical journal to trace Winston's internal conflicts in <i>1984</i>. Students will re-read and annotate three selected passages that illustrate 1) Winston's secret rebellion against the Party, 2) Winston's acting on his rebellion in the junk shop with Julia, and 3) Winston's helpless rebellion in the Ministry of Love where he is being tortured. They will consider his contemplation of freedom and truth. Students may then use the collected evidence to participate in a focused Socratic seminar during which</li> </ul>	<p>Teacher will monitor understanding by:</p> <ul style="list-style-type: none"> <li>- Monitor class discussion</li> <li>- Read and assess student writing and adjust instruction as needed</li> <li>- Monitor class discussion</li> <li>- Facilitate student debate or socratic seminar and monitor responses</li> </ul>

M, T	<p>they explore inconsistencies, surprising developments, and respond to classmates' ideas with probing questions, evidence, or alternative interpretations.</p> <ul style="list-style-type: none"> <li>- Students will critique the author's use of a third person omniscient narrator, whose perspective shifts and reveals Kate's inner thoughts and feelings in Part IV of <i>East of Eden</i>. Following a close reading, students will write a creative monologue from Kate's point of view paying careful attention to diction, syntax, imagery, and tone to accurately imitate the character's voice and personality.</li> </ul>	<ul style="list-style-type: none"> <li>- Read student writing and provide detailed individualized feedback following the AP scoring guide criteria for thesis, evidence and commentary, and sophistication.</li> </ul>
A, M	<ul style="list-style-type: none"> <li>- Working in small groups, students will draw the associated or figurative meanings of a selected symbol, and on a visual diagram, make connections between the symbol and central ideas about characters or themes that are emphasized by symbols. For example, for <i>The Glass Menagerie</i> students may examine the jonquils, the father's photograph, the glass unicorn, or the movies.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Abdon, Brandon, and Timothy McFarlan. <i>Advanced Placement English Literature and Composition</i>. Perfection Learning, 2021.</li> <li>- AP Central AP English Literature and Composition Exam Questions</li> <li>- Selected short stories and prose fiction excerpts</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor class discussion.</li> <li>- Provide opportunities for self-reflection.</li> </ul>

	<p><b>11th and 12th grade longer fiction and drama</b></p> <p>1984</p> <p><i>Alice's Adventures in Wonderland</i></p> <p><i>Beloved</i></p> <p><i>Beowulf</i></p> <p><i>Brave New World</i></p> <p><i>Cannery Row</i></p> <p><i>Catch-22</i></p> <p><i>Crime and Punishment</i></p> <p><i>Death of a Salesman</i></p> <p><i>East of Eden</i></p> <p><i>Gulliver's Travels</i></p> <p><i>Hamlet</i></p> <p><i>Handmaid's Tale</i></p> <p><i>Heart of Darkness</i></p> <p><i>King Lear</i></p> <p><i>Love in the Time of Cholera</i></p> <p><i>Macbeth</i></p> <p><i>Oedipus the King</i></p> <p><i>Othello</i></p> <p><i>Rosencrantz &amp; Guildenstern are Dead</i></p> <p><i>Their Eyes Were Watching God</i></p> <p><i>The Glass Menagerie</i></p> <p><i>The Grapes of Wrath</i></p> <p><i>The Mayor of Casterbridge</i></p> <p><i>The Plague</i></p> <p><i>The Road</i></p> <p><i>The Stranger</i></p> <p><i>Waiting for Godot</i></p> <p><i>Wuthering Heights</i></p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Modern Voices

April 2025

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## **Author of Course Guide**

Dr. Jasmina Ferizovic

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Modern Voices

### Grade 12

*Modern Voices* is a 12th grade elective course where students will study a diverse range of literary works that address critical themes such as identity, race, privilege, cultural conflict, and social justice. Through genres including short fiction, essays, memoirs, and novels, students will analyze how literature reflects and challenges the values of various societies. By engaging with texts from different cultures and perspectives, students will develop a deep understanding of the ways in which literature can both shape and respond to social issues.

Throughout the course, students will master skills in close reading, literary analysis, and critical thinking. They will practice writing analytical essays, creative pieces, and collaborative projects, demonstrating their ability to synthesize ideas and present well-supported arguments. Students will also refine their ability to discuss complex issues and engage in meaningful dialogues about the texts and their broader cultural, historical, and social contexts.

### Connection to the Vision of a Graduate

In *Modern Voices*, students will develop essential skills that align with the school's vision of a graduate. Through critical analysis of diverse texts, they will enhance their communication, critical thinking, and problem-solving abilities. The course encourages a growth mindset as students tackle complex themes and engage in meaningful discussions, fostering social awareness and self-management. By the end, students will be capable of articulating thoughtful perspectives, applying analytical skills to real-world issues, and preparing for success in both college and future careers.

## Pacing Guide

Unit 1: Short Fiction	6 weeks
Unit 2: Long Fiction	8 weeks
Unit 3: Memoirs and Nonfiction	6 weeks

# Unit 1: SHORT FICTION

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS. ELA-Literacy. RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.</p> <p>CCSS. ELA-Literacy. RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS. ELA-Literacy. W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Students can analyze complex characterizations and plot structures to understand how authors convey deeper themes and ideas, moving beyond surface-level summaries.</li> <li>Students can identify and interpret the use of literary devices such as symbolism, irony, and foreshadowing, recognizing how these tools shape meaning and impact in a text.</li> <li>Students can draw connections between various parts of a text and across multiple texts, developing the ability to synthesize insights and make broader thematic inferences.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Characterization reveals individual and societal struggles, offering insight into broader themes like identity, morality, and human nature through actions, relationships, and personal conflicts.</li> <li>Plot is more than a sequence of events; it is crafted to develop conflict, build tension, and illuminate key themes, often using non-linear structures to deepen the reader's understanding.</li> <li>Conflict drives the plot and character</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does short fiction use character, plot, and setting to explore significant themes?</li> <li>What role does conflict play in shaping the messages in short fiction?</li> </ul>

	development in short fiction, allowing authors to convey deeper messages about human nature, society, and the complexities of life.	
	<b>Acquisition</b>	
	<p>Students will know . . .</p> <ul style="list-style-type: none"> <li>• Characterization is developed through dialogue, action, internal thoughts, relationships, and how other characters perceive them.</li> <li>• Plot structure includes both the arrangement of events and the pacing of information, which build tension and reveal themes.</li> <li>• Literary devices (e.g., symbolism, foreshadowing, irony) provide layers of meaning and influence how the reader interprets both characters and events.</li> <li>• Conflict can be internal (psychological or emotional struggles) or external (social, cultural, or environmental forces), and it drives the plot forward while revealing key themes.</li> <li>• Setting conveys not just the time and place of the story but also reflects and informs the struggles and perspectives of the characters.</li> </ul>	<p>Students will be skilled at . . .</p> <ul style="list-style-type: none"> <li>• Identifying and analyzing character development, focusing on how actions, dialogue, and relationships contribute to the thematic elements of the story.</li> <li>• Recognizing and interpreting literary devices, such as symbolism, irony, and foreshadowing, and explaining their role in enhancing meaning.</li> <li>• Analyzing plot structures, identifying key turning points, and connecting them to the themes or messages of the story.</li> <li>• Exploring the role of conflict in shaping characters and the broader themes of the text, identifying both internal and external struggles.</li> <li>• Examining setting as a reflection of characters' identities and cultural contexts, identifying how specific details in the setting contribute to the overall theme.</li> </ul>



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	<p>Further information:</p> <ul style="list-style-type: none"> <li>- The infographic clearly identifies and explains the chosen literary element and its significance in the short story.</li> <li>- Visuals are creative and effectively enhance the understanding of the literary element.</li> <li>- Textual evidence from the short story is accurately quoted and integrated into the analysis.</li> <li>- The explanation demonstrates a clear understanding of how the literary element contributes to the development of the story's themes and messages.</li> <li>- The design is clear, well-organized, and engaging, with a logical flow of ideas.</li> <li>- The infographic is visually appealing and demonstrates careful thought, effort, and attention to detail.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/Challenge:</p> <p>Create an infographic that visually represents a key literary element (e.g., characterization, plot structure, conflict, or literary devices like symbolism or irony) from a short story you read independently. The infographic should clearly explain how this element contributes to the development of the story's themes and message.</p> <p>Role for Student:</p> <p>Literary analyst and designer, tasked with visually communicating an understanding of a literary element in short fiction.</p> <p>Audience for Student Work:</p> <p>Classmates, teachers, and the wider New Milford High School community, who will view your infographic to learn about your chosen short story and literary element.</p> <p>Situation:</p> <p>You are tasked with presenting a visual analysis of a short story. You must focus on a single literary element and explain how it shapes the story's meaning, themes, and message. The infographic will serve as a study tool for others and a summary of your analysis.</p>

		<p>Products and Performances Generated by Student:</p> <p>Choose one short story from the unit that you have read independently.</p> <p>Select one literary element (characterization, plot structure, conflict, symbolism, irony, etc.) to analyze.</p> <p>Create an infographic that highlights your chosen literary element and demonstrates how it impacts the story's themes.</p> <p>Product Criteria:</p> <ol style="list-style-type: none"> <li>1. A brief description of the literary element.</li> <li>2. Visuals (e.g., images, charts, symbols) that help explain the element's role in the story.</li> <li>3. Textual evidence or quotes from the story that support your analysis.</li> <li>4. A brief explanation of how the element connects to the broader theme or message of the story.</li> </ol>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> </ul>

## Stage 3 – Learning Plan

Code	Pre-Assessment	
	Students will read a flash fiction piece <i>"Birthday Party"</i> by Katherine Brush. In small groups, they will focus on one paragraph of the story and identify any literary techniques, such as symbolism, irony, or characterization, used by the author. The teacher will monitor students' prior knowledge of literary devices. The activity will also build student curiosity about how these techniques contribute to the themes of the story.	
A, M	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M, T	<ul style="list-style-type: none"> <li>Active reading and annotations:</li> <li>Students will use the anthology <i>Other Voices, Other Vistas</i> to read and annotate several short stories from a specific cultural perspective, completing assignments that include:               <ul style="list-style-type: none"> <li>Analyzing character development</li> <li>Analyzing internal and external conflict</li> <li>Identifying cultural elements (beliefs, customs, rituals, values, political systems)</li> <li>Interpreting the theme of cultural identity</li> <li>Inferring characters' emotions, motives, and conflicts</li> <li>Generalizing about the human condition from various cultural viewpoints</li> </ul> </li> </ul> <p><u>Resources:</u>  <i>Other Voices, Other Vistas: Short Stories from Africa, China, India, Japan, and Latin America</i>, B. Solomon (editor)</p> <p>Students will read selections from the following authors:</p> <p>James Baldwin          Sandra Cisneros</p>	<p>Teacher will check for understanding by:</p> <ul style="list-style-type: none"> <li>The teacher will assign stories from <i>Other Voices, Other Vistas</i>.</li> <li>The teacher will provide reading guides with prompts.</li> <li>The teacher will facilitate class discussions.</li> <li>The teacher will monitor student annotations.</li> <li>The teacher will provide journal prompts.</li> <li>The teacher will model activities such as: response entries, plot diagramming, evidence citations, completing templates for mapping, and similar.</li> <li>The teacher will guide small-group discussions, organize small-group sharing, circulate during group work, lead discussions, and provide feedback on students' explanations.</li> </ul>

	<p>Chimamanda Ngozi Adichie  Junot Díaz  Leslie Marmon Silko  Khaled Hosseini  Langston Hughes  Toni Morrison  Alice Walker  Zora Neale Hurston  Jhumpa Lahiri</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<ul style="list-style-type: none"> <li>• The teacher will select and present passage excerpts and model literary device identification.</li> </ul>
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## Unit 2: LONG FICTION

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS. ELA-Literacy. RL. 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., setting, events, conflicts, characters).</p> <p>CCSS. ELA-Literacy. W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Students will be able to critically evaluate different perspectives in long fiction, recognizing the influence of historical, cultural, and social contexts on narratives.</li> <li>Students will be able to apply their understanding of literary concepts and techniques to new texts and situations.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Characters in long fiction explore their identity and social change by examining their personal values, motivations, and conflicts, as well as the impact of their choices on relationships.</li> <li>Through their struggles, characters often reflect the society around them, making sacrifices and challenging societal norms to follow their moral beliefs.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do characters in long fiction navigate issues of identity, belonging, and social change?</li> <li>How do characters' struggles in long fiction reflect or challenge social norms or values?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Symbols represent ideas or concepts, imagery creates vivid mental pictures, figurative language compares or contrasts things to create meaning, irony presents contradictions, and foreshadowing hints at future events.</li> <li>• The plot is made up of the introduction, rising action, climax, falling action, and resolution, and pacing refers to how quickly or slowly events unfold.</li> <li>• Key characteristics of characters are their behaviors, motivations, and how they evolve or change over time in response to their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing literary devices such as symbolism, imagery, irony, foreshadowing, and metaphor, and how they shape the text's meaning.</li> <li>• Identifying the basic components of narrative structure, including plot, point of view, pacing, and how these elements influence character development and thematic development.</li> <li>• Interpreting how characters are introduced, evolve, and are influenced by their experiences, relationships, and internal conflicts throughout the story.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<ul style="list-style-type: none"> <li>- The essay presents a defensible thesis that addresses the role of guilt, redemption, and social class in <i>The Kite Runner</i>.</li> <li>- The essay includes specific, relevant textual evidence (quotations, examples) to support all claims about character development, symbolism, and the author's use of narrative structure.</li> <li>- Each piece of evidence is explained clearly, demonstrating how it contributes to the understanding of the themes of guilt and redemption.</li> <li>- The essay is logically organized, with clear paragraphs that each focus on a specific device (e.g., one paragraph for symbolism, one for narrative structure).</li> <li>- The essay uses correct grammar and mechanics, and adheres to the conventions of formal academic writing.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS Final Assessment for <i>The Kite Runner</i> (teacher discretion on text selection)</p> <p>Goal/Challenge: Write an analytical essay in which you evaluate how the author develops themes such as guilt, redemption, and social class through the relationship between Amir and Hassan.</p> <p>Role for Student: You are a literary critic tasked with analyzing how Khaled Hosseini uses specific literary devices to develop the central themes of the novel.</p> <p>Audience for Student's Work: Your classmates and the wider community of readers of <i>The Kite Runner</i>.</p> <p>Situation: You have been asked to write a literary analysis for a high school literature class. In your essay, you will explore the key themes of the novel and how Hosseini's use of character, symbolism, and narrative structure conveys these themes. Your analysis will help readers understand the complex relationships and conflicts in the novel.</p> <p>Product and Performance: In a well-organized essay, analyze how Hosseini develops the theme of guilt and redemption through the characters of Amir and Hassan. Use specific examples from the text to explain how literary devices, such as symbolism (e.g., the kites), imagery, and narrative techniques (e.g., flashbacks) are used to convey themes.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> </ul>
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## Stage 3 – Learning Plan

Code	Pre-Assessment	
	<p>Students will have a whole-class or partner discussion about how they would navigate a hypothetical situation that aligns with the themes of the upcoming novel. This will encourage them to connect personally to the themes of the text while tapping into prior knowledge and experiences. For example, before reading <i>Fences</i>, students might discuss, "How would you respond if a parent's unresolved past trauma started to affect your future opportunities?" or before <i>The Kite Runner</i>, "How would you repair a broken relationship with someone you once deeply cared about?"</p>	
<div data-bbox="96 776 115 802">A</div> <div data-bbox="96 1151 153 1177">M, T</div>	<p>Summary of Key Learning Events and Instruction</p> <p><u>Character Map:</u></p> <ul style="list-style-type: none"> <li>Students will create a visual character map for key characters in the novel, focusing on their motivations, development, and relationships, including quotes, symbols, or imagery that represent the character's transformation.</li> <li>Students will discuss in groups how characters challenge societal norms.</li> </ul> <p><u>Thematic Poster:</u></p> <ul style="list-style-type: none"> <li>Students will collaborate to design a poster that explores one of the major themes of the novel, including direct quotes, visual representations, and symbolic imagery to illustrate how the theme is developed throughout the story.</li> </ul> <p><u>Character Postcard:</u></p> <ul style="list-style-type: none"> <li>Students will select a character from the novel and write a postcard from that character's</li> </ul>	<p>Progress Monitoring</p> <p>Teacher will check for understanding by:</p> <ul style="list-style-type: none"> <li>The teacher will guide students in creating character maps by modeling how to analyze character motivations, development, and relationships.</li> <li>The teacher will prompt group discussions on how characters challenge societal norms.</li> <li>The teacher will facilitate the creation of thematic posters by providing examples and guiding students in selecting relevant quotes, symbols, and imagery to represent major themes.</li> </ul>



	<p>The White Tiger – Aravind Adiga Twelve Angry Men – Reginald Rose</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: MEMOIR AND NONFICTION

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS. ELA-Literacy. RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account.</p> <p>CCSS. ELA-Literacy. RI.11-12.6: Determine an author's point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CCSS. ELA-Literacy. W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Students will be able to understand how historical, cultural and social contexts shape memoirs.</li> <li>• Students will be able to understand how personal experiences in memoirs connect with broader societal issues.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Historical and cultural contexts provide the backdrop for memoirs, shaping the author's worldview, struggles, and perspectives on societal norms, while also influencing their choices in storytelling.</li> <li>• Memoirs serve as personal narratives that often engage with broader societal issues, offering insights into the ways individuals navigate complex social, political, and cultural landscapes.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do the historical and cultural contexts of an author's life influence the stories they choose to tell in their memoir?</li> <li>• In what ways can personal experiences in a memoir reflect or challenge larger societal issues, such as race, class, and identity?</li> </ul>
	<i>Acquisition</i>	
	Students will know...	Students will be skilled at...

	<ul style="list-style-type: none"> <li>• How historical, cultural, and social contexts shape an author's perspective and narrative choices in memoir.</li> <li>• Key narrative techniques like voice, structure, imagery, and how they convey personal experiences and societal issues.</li> <li>• How character development reflects personal and external conflicts, and how these tie into broader cultural or societal themes.</li> <li>• How personal experiences in memoirs connect with larger societal issues like race, class, gender, and identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualizing the memoir within its historical and cultural background, explaining how these contexts shape the author's narrative.</li> <li>• Analyzing internal and external conflicts in characters, understanding how these struggles reflect broader social forces or events.</li> <li>• Identifying and analyzing narrative techniques (e.g., symbolism, flashbacks, imagery) and how they deepen the emotional impact and convey societal issues.</li> <li>• Connecting personal stories to current societal issues, evaluating how memoirs remain relevant to modern readers.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	<ul style="list-style-type: none"> <li>- The image effectively represents a key scene or setting from the memoir, using symbolism to reflect the central themes or ideas.</li> <li>- The visual creates a vivid mental picture, either through detailed representation or symbolic imagery that ties directly to the character's experiences.</li> <li>- The message includes figurative language, enhancing the meaning of the transformative event.</li> <li>- The message references how a key event in the memoir foreshadows later developments in the character's life.</li> <li>- The postcard demonstrates the character's transformation, showing how their motivations and behaviors are influenced by their experiences.</li> <li>- The message is free from grammatical</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/Challenge:</b>            Create a postcard from the perspective of a key figure in the memoir to someone who significantly impacted their life. The postcard will contain a written message reflecting on a transformative moment from the memoir and a visual element that represents a key scene or setting.</p> <p><b>Role for Student:</b>            You are a character from the memoir (e.g., Frank McCourt in <i>Angela's Ashes</i> or another figure from a different memoir). You are sending a postcard to someone who had a major impact on your life, either positively or negatively.</p> <p><b>Audience for Student's Work:</b>            Your classmates and the teacher will be the audience, as they will evaluate how well you use imagery and symbolism to reflect on a key transformative event in the memoir.</p> <p><b>Situation:</b>            Reflect on a pivotal moment in the memoir that significantly shaped the character's development. Through the postcard, you will describe this moment, how it impacted your identity or worldview, and explain how it relates to larger societal issues like race, class, or identity.</p> <p><b>Product and Performance: Postcard:</b></p> <ul style="list-style-type: none"> <li>- Picture: Create an image or scene that visually represents a key moment from the memoir. This should be a symbolic representation of a key setting or event.</li> </ul>

	<p>errors.</p> <ul style="list-style-type: none"> <li>- The visual is neat and appealing. The image illustrates deeper ideas about the character's growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Text: Write a brief message (around 150-200 words) to someone important in your life (e.g., a family member, a teacher, a friend, etc.) reflecting on a transformative moment from the memoir. Explain how that moment influenced you, how it shaped your identity, and how it relates to larger societal issues (race, class, identity, etc.).</li> </ul>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Homework reading</li> <li>- Dialectical journals</li> <li>- Cornell notes</li> <li>- Mini lessons</li> <li>- Student presentations</li> <li>- Socratic seminars</li> <li>- Small group and whole class discussions</li> <li>- Close reading annotations</li> <li>- Graphic organizers</li> <li>- Writing portfolio and self-assessments</li> <li>- On-demand timed writing responses</li> <li>- Peer and teacher feedback on writing responses</li> </ul>

### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
	<p>For the pre-reading activity, students will reflect on the purpose of memoir and nonfiction writing by considering what personal experiences they might choose to share with others. In small groups or pairs, they will discuss questions like, "What moment or story in your life would you want to tell the world, and why?" or "How does sharing personal experiences help others connect or learn?" The activity will tap students' prior knowledge about the power of storytelling and the significance of sharing one's truth. As they prepare to read memoirs like <i>Angela's Ashes</i> or <i>I Know Why the Caged Bird Sings</i>, students will begin to explore how authors use personal experience to convey broader themes, such as identity, struggle, and resilience.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will watch a high-interest personal story to elicit prior knowledge and hook themselves into examining the purpose of a personal narrative (e.g., Mt. Everest expedition climber).</li> <li>Students will read a mentor text to closely analyze the author's stylistic choices and their impact on the purpose, while selecting a memoir to study independently.</li> <li>Students will study vocabulary from the selected memoirs through Vocabulary.com lists and apply the words in new situations (e.g., a character's interior monologue including the vocabulary words).</li> <li>Students will keep annotations during reading using a format assigned by the teacher or of their choice, such as Cornell notes, dialectical journal, or QAR questioning strategies.</li> <li>Students will participate in classroom discussions based on the elements of a personal narrative, such as</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>The teacher will show a high-interest personal story to activate prior knowledge and engage students in examining the purpose of a personal narrative (e.g., Mt. Everest expedition climber).</li> <li>The teacher will guide students in reading a mentor text, modeling how to closely analyze the author's stylistic choices and their impact on the purpose, while also facilitating the selection of memoirs for independent study.</li> <li>The teacher will introduce vocabulary from the selected memoirs using Vocabulary.com lists, guiding students in applying the words in new contexts, such as through a character's interior monologue.</li> <li>The teacher will provide a framework for annotations, offering formats such as Cornell notes, dialectical journals, or QAR questioning strategies, and monitor student</li> </ul>



M, T	<p>dialogue, dialect, diction, point of view, tone, figurative language, and imagery on meaning and tone.</p> <ul style="list-style-type: none"> <li>Students will work in groups to write a skit in which they give advice about the main character's central conflict, demonstrating the use of 3-5 narrative techniques in imitation of the original text, and peer-assess the effectiveness of the narrative techniques during the performance.</li> </ul> <p><u>Resources</u>  Angela's Ashes – Frank McCourt  Autobiography of Malcolm X – Malcolm X  Between the World and Me – Ta-Nehisi Coates  The Best American Essays  The Bridge – Jason Holland  Charles – Shirley Jackson  Caribe in Nueva York – Nathalie Handal  Dinner Guest: Me – Langston Hughes  The Drama Bug – David Sedaris  I Know Why the Caged Bird Sings – Maya Angelou  Identity Card – Mahmoud Darwish  The Glass Castle -Jeanette Walls  The Good Daughter – Caroline Hwang  The Hip Plumber – James Houston  MAUS I &amp; II – Art Spiegelman  Mother Tongue – Amy Tan  Night – Elie Wiesel  Once More to the Lake – E.B. White  Out of Africa - Isack Dinesen  Shooting an Elephant – George Orwell  The Knife – Richard Selzer  The Night of Oranges – Flavius Stan  Twelve Years a Slave – Solomon Northup  You Should Have Been a Boy – Elizabeth Cady Stanton</p>	<p>progress to ensure effective note-taking.</p> <ul style="list-style-type: none"> <li>The teacher will facilitate classroom discussions on the elements of a personal narrative, focusing on how dialogue, dialect, diction, point of view, tone, figurative language, and imagery contribute to meaning and tone.</li> <li>The teacher will organize group work for writing a skit in which students give advice about the main character's central conflict, offering guidance on using narrative techniques, and will facilitate peer assessments of the skits' effectiveness in using those techniques.</li> </ul>
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Reading Academy: Fluency and Strategies (R.A.F.S.)

April 2025

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## **Authors of Course Guide**

Michelle DiFalco and Megan Sylvester

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Reading Academy: Fluency and Strategies (R.A.F.S.)

This course is for one semester.

### Grade 9

This dynamic, fast-paced boot camp designed specifically for 9th graders looking to boost their foundational reading skills. Running alongside their regular English class, this course dives into the essentials—decoding words, building fluency, supporting vocabulary, and mastering comprehension—all while keeping it relevant to how they read texts in each of the disciplines they will be learning in High School. Through interactive lessons, real-world texts, and targeted practice, they'll gain the confidence and tools to tackle 9th-grade reading challenges head-on. Perfect for students ready to catch up, level up, and thrive!

The “Reading Foundations” class is more than just a reading class—it’s a stepping stone to becoming the graduate we envision. Students sharpen critical thinking by analyzing texts and decoding complex words, while communication grows as they discuss ideas and share insights with peers. Through engaging activities that make reading fun and relevant, problem-solving comes alive as they tackle comprehension challenges and build strategies to overcome obstacles. The course fosters positive relationships through teamwork and support, encouraging a tight-knit learning community. With a focus on self-knowledge and management, students reflect on their progress and set goals, embracing a growth mindset to see every setback as a chance to improve. Finally, social awareness deepens as they explore diverse perspectives in texts, connecting their reading to the world around them. This bootcamp empowers students to not just catch up, but to embody the skills and spirit of a confident, capable graduate.

## Pacing Guide

Unit 1	Fluency and Comprehension Strategies: 1	9 weeks	Pages 6 - 10
Unit 2	Fluency and Comprehension Strategies: 2	9 weeks	Pages 11 - 14

# Unit 1: Fluency and Comprehension Strategies: 1

## Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b>          CCSS.ELA-LITERACY.RL.9-10.10:          By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-LITERACY.RI.9-10.10:          By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-LITERACY.L.9-10.4:          Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies (e.g., context clues, word parts).</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>increase their fluency rates through repetition of reading</li> <li>increase their vocabulary and ability to decode and determine meaning of unfamiliar words</li> <li>improve overall reading comprehension through self reflection of understanding and applying appropriate reading strategies</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Context clues (such as surrounding words, phrases, or sentences) help them figure out the meaning of unfamiliar words and phrases</li> <li>Active readers use various strategies to engage with a text. Such as: rereading, asking questions, or looking up unfamiliar words to clarify confusion.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>How can I practice reading regularly to improve my speed and accuracy?</li> <li>How do different reading strategies improve our ability to understand and remember texts? (Such as: rereading, asking questions, or looking up unfamiliar words to clarify confusion)</li> <li>How can you use context clues to determine the meaning of unfamiliar words while reading?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>rereading, asking questions, or looking up unfamiliar words to clarify confusion.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>explaining how fluency impacts their understanding of a text.</li> <li>re-reading a text to build vocabulary acquisition and improved comprehension.</li> </ul>



	<ul style="list-style-type: none"> <li>• speeding through a text affects their ability to understand it, or if slowing down helps improve comprehension?</li> </ul>	<ul style="list-style-type: none"> <li>• independently apply reading comprehension strategies when tackling complex texts and be aware of when to use specific strategies.</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Indicate the specific Stage 1 element being assessed by each assessment: (T) transfer, (M) Meaning, (A) acquisition	Further information: (A) (M) Can provide accurate definition of vocabulary words (A) (M) Can provide accurate explanation of the deeper meaning in a text (A) Can read with increased fluency rate	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of fluency and comprehension by:</i></p> <ul style="list-style-type: none"> <li>- (T) Tracking their fluency rates over time</li> <li>- (M) using context clues, and identifying which context clues give meaning to unfamiliar words</li> <li>- defining unfamiliar words</li> <li>- (M) answering guided and scaffolded comprehension questions</li> <li>- Build awareness of strategies that are successful for them</li> </ul> <p><b>Task:</b> Students complete a timed reading of a leveled passage from <i>Phonics for Reading</i> (e.g., Level 2 or 3, depending on ability) and a 9th-grade text excerpt (e.g., a short story or informational article).</p> <p><b>Criteria:</b> Accuracy (correctly decoded words), rate (words per minute), and expression (prosody) are measured using a rubric or fluency scale. Students demonstrate improvement over time.</p> <p><b>Purpose:</b> Shows growth in foundational skills and ability to apply them to grade-level material.</p>
		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Applying vocabulary strategies               <ul style="list-style-type: none"> <li>- writing answers on white boards</li> <li>- quizlets</li> <li>- kahoots</li> </ul> </li> <li>- accurately answering comprehension questions</li> <li>- Showing comprehension of text through multiple means:               <ul style="list-style-type: none"> <li>- group discussions</li> <li>- kahoots</li> </ul> </li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> <i>Phonics for Reading</i> pre-assessments will differentiate students' skill levels and small groups will be organized by level	
T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>○ reading a 9th-grade-appropriate text (e.g., a short story like “The Most Dangerous Game” or a nonfiction article), students answer comprehension questions and identify 3-5 unfamiliar words, using decoding strategies and context clues to define them.</li> <li>○ Teachers will provide different comprehension strategies such as: Metacognitive Jenga, writing strategies on white boards, strategy cards, TQRs, etc.</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>- (A) <i>Phonics for Reading</i> during and post assessments</li> <li>- (M) in-class fluency checks through the following, but not limited to:               <ul style="list-style-type: none"> <li>- reading passages out loud individually</li> <li>- choral reading passages</li> <li>- re-reading passages</li> </ul> </li> <li>- Assess students ability to use context clues for vocabulary acquisition</li> <li>- Teacher will collect data on fluency and comprehension</li> <li>- Teachers will add and change strategies for fluency and comprehension as needed.</li> <li>- Teacher will model and lead fluent reading and comprehension strategy during reading.</li> </ul>
T	<ul style="list-style-type: none"> <li>○ reading a 9th-grade-appropriate text (e.g., a short story like “The Most Dangerous Game” or a nonfiction article), students answer comprehension questions and identify 3-5 unfamiliar words, using decoding strategies and context clues to define them.</li> </ul>	
T	<ul style="list-style-type: none"> <li>○ Teachers will introduce comprehension and fluency games (dice, mystery stories, etc)</li> <li>○ Responses demonstrate understanding of key ideas and details (CCSS.RL/RI.9-10.10) and</li> </ul>	

	<p>accurate use of vocabulary strategies (CCSS.L.9-10.4).</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- <i>Phonics for Reading</i> (Levels 2-3) workbook and teacher guide.</li> <li>- 9th-grade texts aligned with CCSS (e.g., literature anthologies, online articles).</li> <li>- Fluency tracking tools (e.g., stopwatch, rubric).</li> <li>- Word cards or digital tools for vocabulary practice <ul style="list-style-type: none"> <li>- Kahoot</li> <li>- Quizlet</li> <li>○ Scholastic Action Magazine</li> </ul> </li> </ul>	
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## Unit 2: Fluency and Comprehension Strategies: 2

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b> Include any national/state/or school goals (Power standards).</p> <p>CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Self-awareness and self-management of skills is the key to being a successful reader</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Apply learning independently in new situations</li> <li>• Determine which prior learning applies to the new situation.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• -fluency (reading with accuracy, speed, and expression) and comprehension (understanding and interpreting the text) are interdependent</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can I balance fluency and comprehension while reading?</li> <li>• How can I adjust my reading approach based on my strengths and areas for improvement in fluency and comprehension?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Fluency allows for smoother reading, while comprehension ensures the reader grasps the meaning.</li> <li>• Self-awareness and self-management of skills empowers readers to grow and enables one to become a life-long reader</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• deciding the best approach for understanding difficult and new vocabulary</li> <li>• deciding on and applying fluency strategies to improve fluency rates</li> <li>• -deciding on and applying comprehension strategies to make meaning of a text</li> <li>• -reflecting on the strategies that work best for them</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Indicate the specific Stage 1 element being assessed by each assessment: (T) transfer, (M) Meaning, (A) acquisition	<p>Further information:</p> <p>(A) Can provide accurate definition of vocabulary words</p> <p>(A) Can provide accurate explanation of the deeper meaning in a text</p> <p>(A) Can read with increased fluency rate</p> <p><b>Criteria:</b> Accuracy (correctly decoded words), rate (words per minute), and expression (prosody) are measured using a rubric or fluency scale. Students demonstrate improvement over time.</p> <p><b>Purpose:</b> Shows growth in foundational skills and ability to apply them to grade-level material.</p> <p><b>Criteria:</b> Responses demonstrate understanding of key ideas and details (CCSS.RL/RI.9-10.10) and accurate use of vocabulary strategies (CCSS.L.9-10.4).</p> <p><b>Purpose:</b> Bridges foundational skills to grade-level comprehension and vocabulary standards.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><b>(M) Decoding and Fluency Assessment (Phonics for Reading Progress Check):</b> .</p> <p>Students complete a timed reading of a leveled passage from <i>Phonics for Reading</i> (e.g., Level 2 or 3, depending on ability) and a 9th-grade text excerpt (e.g., a short story or informational article)</p> <p><b>(M) (A) Text Comprehension and Vocabulary Application:</b></p> <p>After reading a 9th-grade-appropriate text (e.g., a short story like “The Most Dangerous Game” or a nonfiction article), students answer comprehension questions and identify 3-5 unfamiliar words, using decoding strategies and context clues to define them.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i>  (M) Group work  (M) Fluency readings  (M) Vocabulary Checks: flash cards, vocabulary quizzes, creative writing including key vocabulary  Informal assessments: Opportunity for student self assessment: thumbs up, 0-5 fingers held up, restating the questions/vocabulary/etc  (M) Comprehension checks including: questions, presentations, drawings, etc.</p> <p><b>(M) Formative Assessments:</b> Ongoing assessments such as quizzes, journal entries, oral presentations, and participation in group discussions.</p> <p><b>(M) Summative Assessments:</b> End-of-unit tests that combine multiple-choice questions, short-answer questions, and reading comprehension exercises.</p> <p><b>(T) Peer and Self-Assessment:</b> Encourage peer feedback and self-reflection through rubrics and checklists.</p> <p>Further information:  <b>Scaffolded Support:</b> Start with controlled texts from <i>Phonics for Reading</i> and gradually increase complexity to 9th-grade levels.</p> <p><b>Differentiation:</b> Group students by decoding/fluency needs for <i>Phonics for Reading</i> lessons; provide advanced texts or extra comprehension tasks for stronger readers.</p> <p><b>Engagement:</b> Use high-interest 9th-grade texts (e.g., dystopian stories, current events) to motivate students and connect foundational skills to meaningful content.</p>
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Stage 3 – Learning Plan		
Code	<p><b>Pre-Assessment</b></p> <p><u>Questions to help complete this portion:</u></p> <ul style="list-style-type: none"> <li>- Phonics for Reading pre-assessments will differentiate students’ skill levels and small groups will be organized by level</li> <li>- Fluency Checks</li> <li>- Vocabulary terms ex: high frequency words, morphemes</li> </ul>	
<p>T</p> <p>T</p> <p>T</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>○ Teacher modeling for students reading out loud (fluency) and comprehension/metacognitive strategies</li> <li>○ reading a 9th-grade-appropriate text (e.g., a short story like “The Most Dangerous Game” or a nonfiction article), students answer comprehension questions and identify 3-5 unfamiliar words, using decoding strategies and context clues to define them</li> <li>○ Responses demonstrate understanding of key ideas and details (CCSS.RL/RI.9-10.10) and accurate use of vocabulary strategies (CCSS.L.9-10.4).</li> <li>○ Teacher checking for understanding with students. (In small groups, whole-class, TQRs, etc.)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- (A) <i>Phonics for Reading</i> during and post assessments</li> <li>- (M) in-class fluency checks through the following, but not limited to:             <ul style="list-style-type: none"> <li>- reading passages out loud individually</li> <li>- choral reading passages</li> <li>- re-reading passages</li> </ul> </li> <li>- Assess students ability to use context clues for vocabulary acquisition</li> <li>- Teacher will collect data on fluency and comprehension</li> <li>- Teacher will add and change strategies for fluency and comprehension as needed.</li> <li>- Teacher will model and lead fluent reading and comprehension strategy during reading.</li> </ul>



	<ul style="list-style-type: none"> <li>○ Students accurately reflect on their growth in fluency and comprehension through their assessment scores.</li> <li>○ <b>(M)</b> Formative Assessments: Ongoing assessments such as quizzes, journal entries, oral presentations, and participation in group discussions.</li> <li>○ <b>(M)</b> <i>Phonics for Reading</i> assessments</li> <li>○ <b>(M)</b> Summative Assessments: End-of-unit tests that combine multiple-choice questions, short-answer questions, and reading comprehension exercises.</li> <li>○ <b>(M)</b> Final project (multimedia or written) and self-assessment of growth throughout the course.</li> <li>○ <b>(A) Peer and Self-Assessment:</b> Encourage peer feedback and self-reflection through rubrics and checklists.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- <i>Phonics for Reading</i> (Levels 2-3) workbook and teacher guide.</li> <li>- 9th-grade texts aligned with CCSS (e.g., literature anthologies, online articles).</li> <li>- Fluency tracking tools (e.g., stopwatch, rubric).</li> <li>- Word cards or digital tools for vocabulary practice</li> </ul>	
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	<ul style="list-style-type: none"><li>- Kahoot</li><li>- Quizlet</li><li>- Scholastic Action Magazine</li></ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Journalism 1 CP

April 2025

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Michelle DiFalco

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Journalism 1 CP

10, 11, and 12

Journalism I is a semester course for students interested in learning about the importance of journalism and the media today. Students will practice journalistic writing for a variety of areas including news, editorials, profiles, sports, and feature writing. Emphasis is placed on editing, format and accurate content. Students practice interviewing and research including fact checking, ethics, copyright and journalism law. Additionally, students discuss current changes brought about through social media. Students are expected to read books and articles written by journalists as well as contribute articles to the Wave Review and other public media outlets.

Journalism I supports the Vision of a Graduate by developing essential skills. Through researching, fact-checking, and analyzing sources, students sharpen their critical thinking while ensuring accuracy and credibility in their writing. Communication is strengthened as students create clear, engaging articles that require active listening and thoughtful questioning. The course also fosters problem-solving skills, as students navigate ethical dilemmas, journalism laws, and evolving media landscapes. By working collaboratively on articles and projects, students build positive relationships and learn to interact professionally with peers and sources. Additionally, self-knowledge and reflection are emphasized through independent research, meeting deadlines, and revising work based on feedback. A growth mindset is encouraged as students refine their writing through continuous learning and constructive criticism. Finally, Journalism 1 enhances social awareness by requiring students to explore diverse perspectives, analyze societal issues, and understand the media's role in shaping public discourse.

## Pacing Guide

Unit #	Title	Weeks	Pages
1	Journalism Fundamentals	4	6-12
2	Objective Journalism and Journalism Ethics	7	13-17
3	Diverse Perspectives in Journalism	7	18-22

# Unit 1: Journalism Fundamentals

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-LITERACY.W.11-12.3A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Determine the central ideas of newly encountered nonfiction texts</li> <li>• Write articles and journal to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences</li> <li>• Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li> <li>• Focus on what is most significant for a specific purpose and audience while writing</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Journalism is nonfiction writing that uses a variety of techniques to inform, entertain, and persuade readers</li> <li>• Journalists write various types of articles/stories including news, features, sports, opinion, etc.</li> <li>• Journalism articles have structure and formatting requirements</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is journalism?</li> <li>• What are the goals of journalism?</li> <li>• How can I create an article?</li> <li>• What is the writing process for a news article?</li> <li>• How has journalism changed over time?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• how to define journalism in their own words and select an article to share</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• determining the central idea of a piece of journalism</li> </ul>



	with the class that exemplifies good journalism.	<ul style="list-style-type: none"> <li>• accurately summarizing a piece of journalism</li> <li>• Providing accurate summaries of nonfiction texts</li> <li>• interviewing fellow students</li> <li>• writing a feature article to develop a real event, person, or experience</li> <li>• engaging the reader</li> <li>• using well-chosen details, and well-structured event sequences</li> <li>• using the writing process to develop and strengthen writing.</li> <li>• students will know what feature writing is.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T M A	Students choose a topic for their feature and perform necessary background research (students use hyperlinks to source material in their final feature to cite their sources)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T	Students use storytelling techniques to engage and entertain readers	Goal/challenge: Your school's student-run newspaper The Wave Review needs content!
T	Students use well-structured event sequences and well-chosen details to develop their topics	Role for student: You are a reporter for The Wave Review
T, A	Students draft, confer, and revise writing throughout the process.	Audience for student work: Students at NMHS
A	Students offer and receive respectful writing feedback.	Situation: Your school's student-run newspaper is in need of fresh content! They are looking for Feature Articles for the digital publishing of the following sections: Sports, Entertainment, and Lifestyle.
T	Students produce a final, polished piece they can submit to The Wave Review for digital publication	Products and performances generated by student: You will write a feature article about a topic of your choice. You should write about a person, an event, or experience that will appeal to readers at NMHS. Remember that feature articles contain a storyline and have entertainment value. Instead of reciting plain facts, they go in-depth into a topic.  Standards/criteria for judging success: Students writes an original feature article that: -includes background research from at least 2 sources (hyperlinked in the text) -uses detail to create vivid descriptions -uses quotations from personal interviews -uses well-structured event sequences -maintains a tone appropriate to the audience and goals of the piece

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Collaborative projects</p> <p>Close reading of various mentor texts</p> <p>Slideshow presentations</p> <p>Participation in small-group and whole-group discussions</p> <p>Completion of in-class writing assignments and activities</p> <p>Brainstorming</p> <p>Journaling in writer's notebook</p> <p>Participation in all aspects of the writing process, with focus on the writer's workshop</p> <p>Production of polished writing</p> <p>Vocabulary Quizzes</p>
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Stage 3

## Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<b>M</b>	Students will respond in their notebooks, and in a class discussion, to the essential question- “What is Journalism?” Encourage students to list all of the types of journalism media they have seen, shared, and loved. Ask students to list the places they find journalism. Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
M  T  M A  M A A M  A, T  A, M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher activates prior knowledge by asking students to define journalism. What do you already know about journalism? What is an example of good journalism?</p> <p>Teacher uses student responses and own knowledge to construct a working definition of journalism that is shared with students</p> <p>Students will identify the five core values of journalism: Accuracy, Independence, Impartiality, Humanity, Accountability</p> <p>Teacher will instruct Different article types and discusses the difference in author’s purpose (news, features, sports, opinion/editorials, columns, reviews, etc.)</p> <p>Students define journalism in their own words and select an article to share with the class that exemplifies good journalism.</p> <p>Students explore different media publications and make a list of the types of stories they found (news, sports, opinion, entertainment, etc), and the types of media used (print, visual, audio, video, etc) in each publication.</p> <p>Teacher defines “feature writing” for students. Teacher uses a</p>	<p>Progress Monitoring</p> <p><b>(M) Formative Assessments:</b> Ongoing assessments such as quizzes, journal entries, oral presentations, and participation in group discussions.</p> <p><b>(M) Summative Assessments:</b> Completed article, group projects, short-answer questions, and individual projects.</p> <p><b>(T) Peer and Self-Assessment:</b> Encourage peer feedback and self-reflection through rubrics and checklists.</p>

<p>A</p> <p>M, A</p>	<p>number of model texts to show</p> <p>Students write a summary of the article they chose and explain why they think it is a representation of good journalism.</p> <p>Students share their ideas with the class. Students revisit their chosen article and respond to the following: Is the piece still considered journalism based on our new definition?</p> <p>student responses and teacher knowledge used to construct a working definition of journalism that is shared with students</p> <p>Students apply the five core values of journalism: accuracy, Independence, Impartiality, Humanity, Accountability to real articles/broadcast news and article ideas to determine newsworthiness.</p> <p>Students explore the example news articles provided by the teacher, and choose one to read closely. Students make a list of narrative techniques and great moves used by the writer that they notice- they share-out their findings.</p> <p>Teacher defines and provides examples of the elements of a news article: Headline, subheading, byline, lede, nutgraf, copy, image, caption. Students use these elements in their articles</p> <p>Teacher introduces different journalism genres (news, culture, entertainment, investigative, gonzo, citizen) Students choose a topic for their own original feature story and start drafting their idea</p> <p>Students perform necessary background research and interviews for their feature stories, continue drafting, and embed hyperlinks to their sources in their writing.</p>	
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	<p>Students continue drafting and revising: paying close attention to their structured event sequences and details</p> <p>Students know different article types and discuss the difference in author's purpose (news, features, sports, opinion/editorials, columns, reviews, etc.)</p> <p>Students work in small groups to teach each genre to the class. Each group researches a different genre in order to define it, and creates a presentation to teach their findings to the class.</p> <p>Students know different journalism genres (news, culture, entertainment, investigative, gonzo, citizen)</p> <p>Teacher defines "hard news" and "breaking news" for students. Teacher uses a number of model texts to show students what feature writing is.</p> <p>Students use the above elements to create feature articles</p> <p>Teacher uses mentor texts to show students that the best feature writers know what they are talking about and do their research. They also use hyperlinks to cite their sources.</p> <p>Teacher shows the students how to perform interviews to learn more about your topic</p> <p>Teacher uses mentor texts to show students that the best feature writers use well-structured event sequences and well-chosen details to develop their topic and engage and entertain their reader</p> <p>Teacher introduces students to the 5 W's (who, what, where, when, why) as a method of objective reporting</p> <p>Teacher uses a mentor text (current news article) to show</p>	
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	<p>students that news reporters put the most important information (including the 5 W's) first when crafting a news story.</p> <p>Students read an article of their choice and explain why they think it is a representation of good journalism.</p> <p>Students make a list of narrative techniques used by the writer that they notice- they share-out their findings.</p> <p>Students choose a topic for their own original feature story and start drafting their idea</p> <p>Students perform necessary background research for their feature stories, continue drafting, and embed hyperlinks to their sources in their writing.</p> <p>Students perform necessary interviews for their features.</p> <p>Students draft, confer, and revise writing throughout the process. They prepare their final, digital drafts to be sent to The Wave Review (optional).</p> <p>Recommended Resources:  <a href="#">A to Z with Carl Azuz</a>  <a href="#">CNN-10</a>  <a href="#">American Press Institute</a>  TED : Journalism Talks  Pew Research Center: Journalism  <a href="#">Allsides.com</a>  <a href="#">New York Times</a> (subscription through the LLC)  <a href="https://www.bbc.com/news">https://www.bbc.com/news</a>  <u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: Objective Journalism and Journalism Ethics

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Evaluate various explanations for actions or events</li> <li>• Conduct research to answer a question or solve a problem</li> <li>• Select the most significant and relevant facts when relaying information</li> <li>• Write informative texts to convey information clearly and accurately</li> <li>• Use modern tools and technologies to create and consume news, demonstrating the ability to adapt to the digital age while maintaining journalistic standards.</li> </ul>	
<p>CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• what media bias is, and how to create and consume non-bias news</li> <li>• the negative effects of media bias</li> <li>• the necessity of the rights of journalists</li> <li>• objectivity is a method (the journalist is not objective, his methods are)</li> <li>• There are five news determinants that make people, events or ideas newsworthy</li> <li>• the rights and responsibilities of Journalists impact real lives</li> <li>• there are a number of ways to determine credibility of your sources</li> <li>• news writers organize information from most important to least important.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is media bias?</li> <li>• How can I identify media bias in today's news?</li> <li>• How can I challenge and overcome bias, in myself and the news?</li> <li>• What is the real impact of media bias on people?</li> <li>• What are the rights of journalists?</li> <li>• Why are the rights of journalists important? What happens when journalists don't have rights?</li> </ul>



<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• The 5 W's (who, what, when, where, why)</li> <li>• How to craft a lede, nut graf and headline</li> <li>• Inverted pyramid news story organization</li> <li>• The 5 News Determinants and how to apply them to real events</li> <li>• AP style basics of writing</li> <li>• The SPJ Code of Ethics and the duty of journalists</li> <li>• The impact media bias has on real lives, and people's opinion on events</li> <li>• The negative effects when the rights of journalists are unprotected</li> <li>• How complex issues have multiple perspectives. In order to fully understand an issue, you must learn and consider multiple viewpoints of that topic</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying media biases</li> <li>• Self-assessing their own work and sources to eliminate bias</li> <li>• Identifying the rights that journalists have Understanding the responsibility that journalists carry</li> <li>• Identifying the complexities of social issues and understand multiple viewpoints on a topic</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A	Students create presentations on landmark journalism court cases. Students accurately describe the impact the case has on the field of journalism	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge: Write a news story for the Wave Review</p> <p>Role for student: You are a citizen reporter in New Milford</p> <p>Audience for student work: Your local community</p> <p>Situation: The local newspaper is soliciting news stories. Cover an event and submit your story for publication.</p> <p>Products and performances generated by students: Choose an event to cover for the local newspaper. It can be a sporting event, community event, art (play or exhibition), or anything that you witness that is newsworthy. Write a 500 word news story that captures the event accurately and fairly.</p> <p>Standards/criteria for judging success:  Student employs: -The 5 W's (who, what, when, where, why)  -A well-written lede, nut graf and headline  -Inverted pyramid news story organization  -Variety of perspectives from multiple sources  -AP style basics</p> <p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i>  Collaborative projects  Close reading of various mentor texts  Slideshow presentations  Participation in small-group and whole-group discussions  Completion of in-class writing assignments and activities  Brainstorming  Journaling in writer's notebook  Participation in all aspects of the writing process, with focus on the</p>
A	Students express a comprehensive understanding of the movie Mr Jones, and which laws protecting journalists were not in place	
M	Students use insightful and accurate comments on media bias present in Mr. Jones	
T	Students make connections between Mr Jones and Animal Farm by George Orwell	
A	Students have focused justified reasons and examples on how media bias can sway public opinion	
T	Student are engaging the reader, and maintaining reader attention in their news articles	

		writer's workshop Production of polished writing Vocabulary Quizzes
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<b>M</b>	Students will answer in their notebooks: What rights do journalists have? Why do those rights matter? Students will then discuss and update their notes. Then students will answer what is bias? Have you witnessed or experienced bias? Students will share with a partner. Finally students will answer Is there bias in today's media/news?	
T M A  M  M A  M A  M  A  M, T  T  M, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher asks students to define the words “objective” and “bias” in their own words</p> <p>Teacher instructs students on definitions of bias, misinformation, fake news, disinformation, cognitive bias, confirmation bias, copyright act, FOIA, Mass Media, defamation, Libel, and Slander</p> <p>Students define the terms in their own words and share their ideas with the class</p> <p>Teacher provides video, definitions, and slides on the vocabulary while prompting students to consider the impact on journalism</p> <p>Teacher reminds students that humans are biased and have limitations.</p> <p>Students revisit their definitions and make necessary revisions based on what they learned from the article.</p> <p>Teacher asks students: what makes something newsworthy? Teacher introduces five factors of “newsworthy” stories</p>	<p>Progress Monitoring <b>(M) Formative Assessments:</b> Ongoing assessments such as quizzes, journal entries, oral presentations, and participation in group discussions.</p> <p><b>(M) Summative Assessments:</b> Completed article, group projects, short-answer questions, and individual projects.</p> <p><b>(T) Peer and Self-Assessment:</b> Encourage peer feedback and self-reflection through rubrics and checklists.</p>

M, T	Teacher reminds students that some stories have more than one factor and that journalists will write about things about which they think people want to read.	
A	Teacher reviews GRASP (write a news story) Students create projects and presentations on landmark journalism court cases and the greater impact on the field of journalism.	
A	Teacher reads a mentor text (current news story) with the class and asks students to identify the types of information gathering the writer had to use in order to tell this story.	
A, T	Students scan a local or national newspaper (print or online) and take note of the stories being covered and biases in the way the stories are written.	
M A	Students list qualities that make something newsworthy based on their observations  Students choose a recent event that they observed and use the inverted pyramid organization method to write a short news report about what they saw.  Teacher points out different strategies used by the reporter to report the story (including interviews, internet research, in person and phone interviews, eye-witness accounts, their own observations, etc.)  Students begin reporting on their news story. They set up interviews, do research, and make plans to attend the event. If the event has already happened, they reach out to other witnesses to interview them.  Teacher will show movie Mr. Jones, while providing a guided notes sheet	

	<p>Students compare and contrast the novel Animal Farm with the movie Mr. Jones. Students will also articulate how it reveals the power and impact of having (or not having) free press.</p> <p>Students will evaluate their sources for bias, and multiple perspectives, and add or remove sources as needed.</p> <p>Students will revise their writing using peer review, teacher comments and mini-lessons, and self reflection.</p> <p>Teacher refers back to the mentor text (current news story) and points out the various perspectives represented in the article.</p> <p>Teacher also looks into the sources for the piece and discusses their credibility (are they an expert, a witness, a person who may be biased for some reason? etc.)</p> <p>Teacher introduces students to the major components of AP style; (consistent guidelines for grammar, spelling, punctuation and language usage) used by newspapers in pursuit of consistency, clarity, accuracy and brevity</p> <p>Teacher provides mini-lessons as necessary while students work toward completing GRASP.</p> <p><u>Resources:</u>  A to Z with Carl Azuz  CNN-10  American Press Institute  TED : Journalism Talks  Pew Research Center: Journalism  Allsides.com  New York Times news  Feature Film: Mr. Jones  Animal Farm by George Orwell</p>	
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	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: Diverse Perspectives in Journalism

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS.ELA-Literacy.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Understand why diverse perspectives matter in journalism</li> <li>• Report on marginalized communities and underrepresented groups</li> <li>• Apply ethical considerations when representing diverse voices</li> <li>• Apply their understanding of objectivity and ethics in a variety of media environments.</li> <li>• Approach news creation and consumption with an ethical mindset, ensuring their reporting and engagement with the media world is fair, accurate, and responsible.</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• the media can be a powerful tool in swaying public opinion</li> <li>• the rights and responsibilities of Journalists impact real lives</li> <li>• the negative effects of media bias</li> <li>• objectivity is a method (the journalist is not objective, his methods are)</li> <li>• Journalists have the responsibility to report events accurately</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can I challenge and overcome bias, in myself and the news?</li> <li>• What is the real impact of media bias on people?</li> <li>• What is the role of diverse perspectives in a democratic society?</li> <li>• Key concepts related to marginalization, representation, and equity</li> <li>• Why are the rights of journalists important? What happens when journalists don't have rights?</li> </ul>
<p>CCSS.ELA-Literacy.W.11-12.1.d Establish and maintain a formal style and objective tone while</p>	<p style="text-align: center;"><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How media impacts public trust, civic engagement, and social justice</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Using language that is accurate, inclusive, and respectful</li> </ul>



attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> <li>reporters use specific strategies to report events accurately the more perspectives included in your news writing, the closer you get to accuracy and fairness</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how including multiple perspectives enriches reporting</li> <li>Conducting research and interviews that center authentic voices</li> <li>Developing stories that elevate underrepresented perspectives ethically</li> <li>How to avoid stereotyping and generalizations in reporting</li> </ul>
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Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
		<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p>
T, A	Students use accurate reporting on multiple sides of an issue	Goal/challenge: Write a news story for the Wave Review on a social issue, covering multiple viewpoints of the topic
T, A	Students can make connections to modern issues in the world	Role for student: You are a hard news reporter “digging deep” on a social issue or underrepresented group
T	Students have focused justified reasons and examples on how media bias can sway public opinion	Audience for student work: Your local community/country
M	Students are engaging the reader, and maintaining reader attention in their news articles	Situation: Your editor wants you to cover a social issue (of your choice). Research the topic, and consider both, or multiple sides of the issue.
A, M	Students create original, non-biased articles. Students submit their articles to the Wave Review. (optional)	Products and performances generated by students: Pick a social issue topic and become an expert on it. How did it begin? Who is involved? What are all sides of the issue? Write a 650 word news story that captures the event accurately and fairly.
A, M	Students create projects on the Central Park Five’s media coverage. They will focus on the facts of the case, but also how the media influenced the outcomes originally, and today.	Standards/criteria for judging success:
M, T	Students consider and reflect on how media influences public opinion in the Central Park Five case.	<p>Student employs: -The 5 W’s (who, what, when, where, why)</p> <p>-A well-written lede, nut graf and headline</p> <p>-Inverted pyramid news story organization</p> <p>-Varied perspectives from multiple sources</p> <p>-AP style basics</p> <p>- social or ethical issue reported on in a thoughtful and multi-perspective way</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Collaborative projects</p> <p>Close reading of various mentor texts</p> <p>Participation in small-group and whole-group discussions</p> <p>Completion of in-class writing assignments and activities</p> <p>Brainstorming</p> <p>Journaling in writer's notebook</p> <p>Participation in all aspects of the writing process, with focus on the writer's workshop</p> <p>Production of polished non-biased news articles</p> <p>Classwork assignments / notes</p> <p>Vocabulary quizzes</p>
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## Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Students will answer the question: "Think of a news story you've recently seen. Who was telling the story? Whose voice was heard—and whose wasn't? Do you think it mattered?" Students will share answers with peers, and the class. Students will then answer: How might a different perspective alter the story?	
M  M, T  A, M  T  T  M, A  T, M  M, T  A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher provides mini-lessons as necessary while students work toward completing GRASP.</p> <p>Teacher will show the BBC movie Central Park Five , and provided a guided notes sheet</p> <p>Students will take guided notes on the BBC movie on The Central Park Five.</p> <p>Teacher reviews interviewing strategies reporters use to propel conversations by posing and responding to questions that probe reasoning and evidence.</p> <p>Students evaluate interview techniques during central park five case and re-write or create a list of questions that are unbiased and explore all perspectives</p> <p>Students will further research the event/case, and create a project on the central park five. The project will focus on the facts of the case, but also how the media influenced the outcomes originally, and today.</p> <p>Teacher provides a list of some current social issues for students to consider. Teacher will provide mentor articles on some of the topics</p>	<p>Progress Monitoring</p> <p><b>(M) Formative Assessments:</b> Ongoing assessments such as quizzes, journal entries, oral presentations, and participation in group discussions.</p> <p><b>(M) Summative Assessments:</b> Completed article, group projects, short-answer questions, and individual projects.</p> <p><b>(T) Peer and Self-Assessment:</b> Encourage peer feedback and self-reflection through rubrics and checklists.</p>

	<p>Students scan a local or national newspaper (print or online) and take note of the stories being covered and biases in the way the stories are written.</p> <p>Students will research a current social issue. They will use a variety of sources on multiple viewpoints to create a “Hard News” article on their social issue.</p> <p>Teacher reminds students to gather as many divergent and creative perspectives as possible. The more perspectives, the closer you are to accuracy.</p> <p>Teacher reminds students of tools to check for media bias. Teacher will remind students of the structure of journalism articles</p> <p>Students begin reporting on their news story. They set up interviews, do research, and make plans to attend the event. If the event has already happened, they reach out to other witnesses to interview them.</p> <p>Students choose a recent event that they observed and use the inverted pyramid organization method to write a short news report about what they saw.</p> <p>Students will evaluate their sources for bias, and multiple perspectives, and add or remove sources as needed.</p> <p>Students will revise their writing using peer review, teacher comments and mini-lessons, and self reflection.</p> <p>Teacher will remind students of media bias, balancing sources, and exploring multiple perspective</p> <p>Teacher will provide mini-lesson on writing and revisions as necessary</p>	
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	<p><u>Resources:</u> Central Park Five movie by <a href="#">PBS (rated pg-13)</a> A to Z with Carl Azuz CNN-10 American Press Institute TED : Journalism Talks Pew Research Center: Journalism Allsides.com New York Times news</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



English 1 for Multilingual Learners (MLs)

April 2025

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## English 1 for Multilingual Learners (MLs)

### Grades 9-12

The Multilingual Learners English 9 Course is intended for ML students who meet specific criteria to experience the same thematic curriculum as the existing English I college-preparatory course. The new course is designed to deliver a modified English 1CP curriculum that meets the needs of the MLL population. The modified curriculum will include units with supplemental texts and common core skills that are below current 9th grade level. Students will develop reading, writing, speaking, and listening skills while working towards achieving ELA standards. Students will also gain greater English proficiency in preparation for success in all cross-disciplinary course offerings.

The criteria for enrollment will include several data points such as LAS Link proficiency level, current number of English credits, diagnostic testing scores such as the iReady, and current grade level.

### Vision of a Graduate

Many lessons in English 1 for MLs connect with the characteristics identified in New Milford's Vision of a Graduate.

**Critical Thinking** - Multilingual Learners (MLs) will engage in critical thinking throughout this course. Critical thinking encourages students to consider issues from multiple perspectives and debate contrasting arguments. Critical thinking is important for a student's personal and professional growth. MLs will learn how to express their opinions and beliefs with logical and reasonable support. This will support the development of oral language, reading, listening and writing skills.

**Communication** - In an ESL class, building communication skills is paramount to fostering language proficiency and cultural integration. By engaging MLs in various speaking and listening activities, providing opportunities for meaningful interactions, and encouraging practice both inside and outside the classroom, educators can empower MLs to express themselves effectively, gain confidence in their language abilities, and navigate real-world communication with ease. Effective communication skills not only enhance language acquisition but also promote cross-cultural understanding and collaboration, preparing students for success in diverse personal and professional settings.

**Positive Relationships** - In a classroom filled with MLs, being culturally responsive while cultivating positive relationships is

foundational to creating an inclusive and supportive learning environment. Establishing rapport based on respect, empathy, and understanding helps bridge linguistic and cultural barriers, fostering a sense of belonging and community among students from diverse language backgrounds. Positive relationships not only enhance social and emotional well-being but also contribute to academic success, engagement, and overall growth for MLs in the classroom.

**Growth Mindset** - Embracing a growth mindset in the ESL classroom is transformative for both educators and students, shaping attitudes towards language learning and personal development. By promoting the belief that abilities can be developed through dedication and hard work, educators empower MLs to view challenges as opportunities for growth rather than obstacles. Encouraging persistence, resilience, and a willingness to take risks in language acquisition nurtures a culture of continuous improvement and self-efficacy among learners. Cultivating a growth mindset in the ESL classroom not only enhances language proficiency but also instills valuable life skills such as problem-solving, critical thinking, and adaptability, equipping students for success in an ever-evolving global society.

**Social Awareness** - Social awareness plays a vital role in fostering empathy, understanding, and respect among students from diverse cultural and linguistic backgrounds. By integrating cultural responsiveness educators can cultivate students' ability to appreciate and navigate the complexities of a multicultural world. Promoting social awareness not only enhances language skills but also nurtures students' sense of empathy, tolerance, and intercultural competence.

## Pacing Guide

<i>Unit # - Name</i>	<b>Pacing in School Days</b> <i>(only A or B days)</i>	<b>Connecticut English Language Proficiency (CELP) Standards</b> <i>with Correspondences to K–12 Practices and Connecticut Core Standards</i>
<b>Unit 1 - Understanding Story Elements &amp; Theme</b>	6 - 8 weeks	<b>CELP.9-12. 1, 2, 4, &amp; 9</b> <a href="#">CELP Standards</a>
<b>Unit 2 - Reading Nonfiction</b>	4 - 6 weeks	<b>CELP.9-12. 1, 3, 6, 9, &amp; 10</b> <a href="#">CELP Standards</a>
<b>Unit 3 - Reading Literary Fiction</b>	6 - 8 weeks	<b>CELP.9-12. 1, 2, 9, &amp; 10</b> <a href="#">CELP Standards</a>
<b>Unit 4 - Argumentative Writing</b>	4 - 6 weeks	<b>CELP.9-12. 1, 3, 6, &amp; 7</b> <a href="#">CELP Standards</a>

# Unit 1: Understanding Story Elements and Theme

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS Reading Literature</b></p> <p><b>CCSS.ELA-LITERACY.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Identify parts of a short story</li> <li>• Identify the message and/or theme of a story</li> <li>• Analyze how story elements contribute to theme development</li> <li>• Connect themes to personal and cultural experiences</li> </ul>	
<p><b>CCSS.ELA-LITERACY.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p><b>CCSS Writing</b></p> <p><b>CCSS.ELA-LITERACY.W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Reading expands understanding of the world, people, and oneself</li> <li>• A story's conflict drives the action and events of a story</li> <li>• A story's resolution reveals the theme of the story</li> <li>• A character's arc reveals the theme of the story</li> <li>• Themes emerge through the interaction of multiple story elements</li> <li>• Authors deliberately use literary elements to develop meaning</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why is conflict necessary in a story?</li> <li>• What does the ending of a story reveal about its characters and themes?</li> <li>• How do authors develop themes through story elements?</li> <li>• What makes themes universal or culturally specific?</li> <li>• How do different story elements work together?</li> </ul>

	<b>Acquisition</b>	
<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CCSS Speaking &amp; Listening</b></p> <p><b>CCSS.ELA-LITERACY.SL.9-10.4</b></p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CELP Standards</b></p> <p>1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Key story elements (plot, character, setting, conflict)</li> <li>• Literary terms and devices</li> <li>• Academic vocabulary for analysis</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying major and minor story elements</li> <li>• Track theme development</li> <li>• Participating in literary discussions</li> <li>• Applying reading strategies</li> </ul>

9.Create clear and coherent grade-appropriate speech and text		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A	<p>Rubric to address (based on language proficiency):</p> <ol style="list-style-type: none"> <li><b>Visual Aid Quality and Accuracy</b> <ul style="list-style-type: none"> <li>The plot diagram is properly labeled with all key story elements (exposition, conflict, rising action, climax, falling action, resolution)</li> <li>Visual aids (plot diagram, pictures, drawings, etc.) are clear, legible, and visually appealing</li> <li>Images chosen are relevant and effectively represent key aspects of the story</li> </ul> </li> <li><b>Story Element Comprehension</b> <ul style="list-style-type: none"> <li>Student accurately identifies and explains each story element:                             <ul style="list-style-type: none"> <li>Exposition</li> <li>Conflict</li> <li>Rising Action</li> <li>Climax</li> <li>Falling Action</li> <li>Resolution</li> </ul> </li> </ul> </li> <li><b>Presentation Skills</b> <ul style="list-style-type: none"> <li>Student speaks clearly and confidently</li> <li>Student effectively uses visual aids to support their verbal explanation</li> </ul> </li> </ol>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - Retell a short story using a plot diagram graphic organizer and highlighting story elements</p> <p><b>Role for student</b> - Student</p> <p><b>Audience</b> - Classmates</p> <p><b>Situation</b> - You just read a new short story and you have to verbally explain its story elements to the class using visual aids. You will make a presentation in front of the class using visual aids such as a plot diagram, pictures, etc</p> <p><b>Products and performances generated by student</b> - Properly labeled graphic or poster of a plot diagram along with images related to the story</p> <p><b>Standards/criteria for judging success</b> - the student accurately presented the following elements in his/her presentation with the use of visual aids: exposition, conflict, rising action, climax, falling action, resolution, and author's message.</p>



	<b>4. Author's Message Interpretation</b> <ul style="list-style-type: none"> <li>- Student identifies and articulates the author's message or theme</li> <li>- Interpretation is supported with evidence from the story</li> </ul>	
M, A	Teacher made rubrics, quizzes, study guides, writing prompts, etc.	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Highlighting and labeling parts of a story</li> <li>-Writing a summary of a short story including the message and key events and details</li> <li>-Illustrating a scene from a short story that depicts its characters and events</li> </ul>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
A	Read a sample short story and make a list of 5-10 important events from the short story.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring  Teacher monitors and evaluates:  <ul style="list-style-type: none"> <li>- Class notes</li> <li>- Quizzes</li> <li>- Whole class and small group discussions</li> <li>- Individual writing responses</li> <li>- Small group and whole class work</li> <li>- Short written analysis</li> <li>- One on one teacher conferences.</li> <li>- Daily quick writes and sketches.</li> <li>- Exit tickets.</li> </ul>
A	Students are introduced to parts of a story including the terminology such as exposition, conflict, rising action, climax, falling action, resolution	<p><b>1. Observation Checklist</b></p> <p>Create a checklist of key behaviors and skills related to story element identification. Observe students during group work and mark off demonstrated skills.</p>
T, M,A	Students work in small groups to identify story elements in a shared text, competing to find the most examples. This activity reinforces understanding of story parts while promoting collaborative learning.	<p><b>2. Exit Tickets</b></p> <p>At the end of each activity, have students complete a quick "exit ticket" summarizing their learning.</p> <p><b>3. Multilingual Vocabulary Checks</b></p>

T, M	<b>Group Self-Assessment: After collaborative activities, have groups rate their own performance using a simple rubric.</b>	<b>For activities incorporating students' native languages, regularly check their growing bilingual story element vocabulary.</b>
M,A	Teach students different types of conflicts (person vs. person, person vs. nature, etc.). They then categorize conflicts from stories they know.	
T, M, A	Cut up a short story into sections representing different parts. Students work together to put the story back in order, discussing why each part belongs where it does.	
T, M,A	Students read two short stories from different cultures, creating a Venn diagram to compare and contrast story elements. This activity develops cross-cultural awareness and analytical skills.	
T, M	<b>Peer Feedback Forms: For activities like the Venn diagram comparison, have students provide structured feedback to their peers.</b>	
M, A	Students create a visual representation of a story's plot using the "plot mountain" structure. This activity helps students understand narrative arc and pacing.	
T, M	<b>Visual Storytelling Assessment: For activities like the plot mountain, assess students' visual representations for accuracy and completeness.</b>	

T, M, A	Students collaborate to create a short story, incorporating words or phrases from their various native languages. This activity celebrates linguistic diversity while applying story element knowledge.	
A, M	Students read a short story and work in groups to find and label each part (characters, setting, etc.). They can use their first language to discuss, then share findings in English.	
T, M	Students draw simple pictures to represent each part of a story they've read. This helps visual learners understand how the parts connect	
T, M	Students describe story characters using adjectives in both English and their first language, expanding their vocabulary.	
T, M	<b>Progress Tracking Charts: Create visual charts where students can track their understanding of different story elements over time.</b>	
T, M	<b>Quick Quizzes: Administer brief, low-stakes quizzes to check understanding of story elements.</b>	
T, M, A	<b>Discussion Participation Tracking: During group discussions, use a simple tally system to track each student's meaningful contributions.</b>	

T, M	<p><b>Story Element Journals: Have students maintain journals where they reflect on their understanding of story elements after each activity.</b></p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>Engage</i> by Vista Higher Learning, Inc.  - Teacher's Edition - ISBN: 978-1-66991-338-2  - Student Book (Textbook) - ISBN: 978-1-66991-334-4  - Student Practice Book (Workbook) - ISBN: 978-1-66991-342-9  -- Assessment Program Manual -ISBN: 978-66991-346-7  - "The Giraffe" by Mauro Sensi  - "The Good Samaritan" by Renee Saldana, Jr  - "Catch the Moon" by Judith Ortiz Cofer  - "The Most Dangerous Game" by Richard Connell  - "Gift of the Magi" by O.Henry  - readwritethink.org Interactive Plot Diagram  - bookcreator.com - Book Creator</p>	
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## Unit 2: Reading Non-Fiction

### Stage 1 Desired Results

ESTABLISHED GOALS		
<b>CCSS - Reading Information</b>  <b>CCSS.ELA-LITERACY.RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>CCSS.ELA-LITERACY.RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  <b>CCSS - Speaking/Listening</b>  <b>CCSS.ELA-LITERACY.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>• Navigate unfamiliar non-fiction texts across content areas</li> <li>• Extract key information from complex informational texts</li> <li>• Apply reading strategies to understand technical and academic texts</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Non-fiction texts have predictable organizational patterns that aid comprehension</li> <li>• Authors make deliberate choices about structure, language, and evidence</li> <li>• Different types of non-fiction serve different purposes</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>• How do text features and organization support understanding?</li> <li>• What strategies help us comprehend complex informational texts?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Common non-fiction text structures (comparison, cause/effect, problem/solution)</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Previewing text features before reading</li> <li>• Identifying main ideas and supporting details</li> </ul>

<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CELP Standards</b></p> <p>1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>3. Speak and write about grade-appropriate complex literary and informational texts and topics</p> <p>6. Analyze and critique the arguments of others orally and in writing</p> <p>9. Create clear and coherent grade-appropriate speech and text</p> <p>10. Make accurate use of standard English to communicate in grade appropriate speech and writing</p>	<ul style="list-style-type: none"> <li>• Text features such as bolded terms, subheadings, captions, etc</li> <li>• Academic vocabulary in context</li> <li>• Reading strategies for informational texts</li> <li>•</li> </ul>	<p>Using context clues to determine word meaning</p> <ul style="list-style-type: none"> <li>• Using academic language to discuss texts</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric to address (based on language proficiency):</p> <p><b>1. Content and Expertise</b></p> <ul style="list-style-type: none"> <li>- Demonstrates a deep understanding of the chosen topic</li> </ul> <p><b>2. Use of Evidence and Sources</b></p> <ul style="list-style-type: none"> <li>- Incorporates relevant facts, statistics, and evidence from credible non-fiction sources</li> <li>- Uses evidence to support key points and arguments</li> </ul> <p><b>3. Visual Aids and Presentation Skills</b></p> <ul style="list-style-type: none"> <li>- Creates visually appealing and informative slides or other visual aids</li> <li>- Uses visuals (charts, graphs, images) effectively to enhance understanding</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p><b>Goal/challenge</b> - Teach your classmates about a non-fiction topic from an article</p> <p><b>Role for student</b> - Teacher of a particular discipline</p> <p><b>Audience for student work</b> - Classmates</p> <p><b>Situation</b> - You just became an expert in a specific field of study or topic. You must present factual information to your classmates</p> <p><b>Products and performances generated by student</b> - A visual presentation using evidence, facts, statistics, and visuals from a non-fiction source (such as an article)</p> <p><b>Standards/criteria for judging success</b> - specific objective in the presentation, use of evidence from a non-fiction source for support, visual aids, clear oral delivery of information</p>



M, A	Teacher made rubrics, quizzes, study guides, writing prompts, etc	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Read a nonfiction article and highlight the text evidence that reveals purpose and strong supporting evidence</li> <li>-Verbally explain the purpose of an article along with supporting details</li> <li>-Write a summary of the article with a topic sentence on the main idea and at least 3-4 supporting details</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Read a nonfiction article and answer reading comprehension questions that focus on the main idea and supporting details of the text	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Class notes</li> <li>- Quizzes</li> <li>- Whole class and small group discussions</li> <li>- Individual writing responses</li> <li>- Small group and whole class work</li> <li>- Short written analysis</li> <li>- One on one teacher conferences.</li> <li>- Daily quick writes and sketches.</li> <li>- Exit tickets.</li> </ul>
	<p>Students work in groups, each reading a different section of a longer nonfiction text. They identify the main idea of their section and then collaborate to piece together the overall main idea of the entire text.</p> <p>Students are given a set of paragraphs and a separate list of topic sentences. They must match each topic sentence to the appropriate paragraph, explaining their reasoning.</p>	<p><b>Language Progress Grid</b></p> <p>For the bilingual main idea activity:</p> <ul style="list-style-type: none"> <li>- Create a grid with students' names and languages used and mark progress in identifying main ideas in each language over time.</li> </ul> <p><b>Prediction Accuracy Tracking</b></p> <p>When students predict main ideas based on titles:</p>

M, A	Students create a visual representation of a text's main idea and supporting details in a pyramid format, with the main idea at the top and details forming the base.	<ul style="list-style-type: none"> <li>- Keep a running tally of each student's prediction accuracy over multiple texts.</li> <li>- Look for improvement in the closeness of predictions to actual main ideas.</li> </ul>
T, M, A	Students read short nonfiction texts in their native languages and English, identifying the main ideas. They then mingle with classmates, explaining the main ideas in English.	
T, M, A	Students write down what they think the main idea of a text will be based on its title and any visual cues. After reading, they compare their prediction to the actual main idea	
T, M, A	Students read a complex text and work in groups to determine its main idea; Students list important words from a text and use these to guess the main idea. This helps them focus on key vocabulary.	
T, M, A	Students look at news headlines and try to guess what the main idea of the article might be. This helps them practice predicting main ideas.	
A	Provide students with a main idea and a list of details. They sort which details support the main idea and which don't. This helps them understand how supporting details work.	

T, M, A	Students bring in nonfiction texts they find interesting (food labels, game instructions, etc.) and practice finding the main ideas. This connects the skill to their daily lives.	
A	Students draw a simple picture to represent the main idea of a text. This helps visual learners process information differently.	
T, M	<p><b>Collaborative Concept Map</b></p> <p>After the group activity where students piece together the main idea of a longer text:</p> <ul style="list-style-type: none"> <li>- Have groups create a concept map showing how their individual sections connect to the overall main idea.</li> <li>- Assess the accuracy and completeness of these maps to gauge understanding.</li> </ul>	
T, M	<p><b>Justification Logs</b></p> <p>For the topic sentence matching activity:</p> <ul style="list-style-type: none"> <li>- Students maintain a log where they briefly explain their reasoning for each match.</li> <li>- Review these logs to identify patterns in student thinking and areas needing clarification.</li> </ul>	
T, M	<p><b>Pyramid Peer Review</b></p> <p>Following the visual pyramid activity:</p> <ul style="list-style-type: none"> <li>- Students exchange their pyramids with a partner.</li> <li>- Partners provide feedback using a checklist</li> </ul>	
T, M	<b>Group Discussion Rubric</b>	

T, M	<p>For complex text group work:</p> <ul style="list-style-type: none"> <li>- Use a rubric to assess group discussions, focusing on:</li> <li>- Participation balance</li> <li>- Quality of reasoning</li> <li>- Use of textual evidence</li> <li>- Consensus-building skills</li> </ul> <p><b>Headline Analysis Quick-Writes</b></p> <p>After the headline prediction activity:</p> <ul style="list-style-type: none"> <li>- Have students complete a quick-write explaining their thought process.</li> <li>- Assess these for growing sophistication in prediction strategies.</li> </ul>	
T, M	<p><b>Detail Sorting Self-Assessment</b></p> <p>For the supporting details sorting activity:</p> <ul style="list-style-type: none"> <li>- Provide a self-assessment checklist for students to reflect on their sorting choices.</li> <li>- Review these self-assessments to gauge student confidence and accuracy.</li> </ul>	
T, M	<p><b>Real-World Application Journal</b></p> <p>When students bring in their own nonfiction texts:</p> <ul style="list-style-type: none"> <li>- Have them keep a journal of main ideas they identify in daily life.</li> <li>- Periodically review these journals for frequency and accuracy of main idea identification.</li> </ul>	
T, M, A	<p><b>Visual Representation Gallery Walk</b></p> <p>After students draw pictures representing main ideas:</p>	

	<ul style="list-style-type: none"> <li>- Conduct a gallery walk where students guess the main ideas of others' drawings.</li> <li>- Monitor both the clarity of students' visual representations and their ability to interpret others'</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>Engage</i> by Vista Higher Learning, Inc.</p> <ul style="list-style-type: none"> <li>- Teacher's Edition - ISBN: 978-1-66991-338-2</li> <li>- Student Book (Textbook) - ISBN: 978-1-66991-334-4</li> <li>- Student Practice Book (Workbook) - ISBN: 978-1-66991-342-9</li> <li>- Assessment Program Manual -ISBN: 978-66991-346-7</li> <li>- Newsela.com - Various articles</li> <li>- Procon.org - various debate topics</li> <li>- "I Am Malala" by Malala Yousafzai (Young Readers Edition)</li> <li>- <i>National Geographic Magazine</i> (Selected Articles)</li> <li>- TED Talks (with transcripts)</li> <li>- <i>Humans of New York</i> by Brandon Stanton</li> <li>- "The Story of Money" by Emma Brown from <i>Scholastic News</i></li> <li>- "The Amazing World of Bees" by Sarah Johnson from <i>National Geographic Kids</i></li> <li>- "All About Healthy Eating" by Dr. Lisa Brown from <i>Kids' Health</i></li> </ul>	
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## Unit 3: Reading Literary Fiction

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>CCSS Reading Literature</b></p> <p><b>CCSS.ELA-LITERACY.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CCSS - Speaking/listening</b></p> <p><b>CCSS.ELA-LITERACY.SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CCSS - Writing</b></p> <p><b>CCSS.ELA-LITERACY.W.9-10.4</b> Produce clear and coherent</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Navigate and comprehend extended fictional texts in English</li> <li>• Analyze how authors develop themes and characters</li> <li>• Apply appropriate reading strategies to literary texts</li> <li>• Engage meaningfully in discussions about literature</li> <li>• Connect literature to personal and cultural experiences</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Authors develop themes through multiple literary elements</li> <li>• Characters evolve and change throughout narratives</li> <li>• Cultural perspectives influence interpretation of literature</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do authors craft stories to convey meaning?</li> <li>• How do our experiences shape our interpretation of texts?</li> <li>• How do themes develop across a narrative?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Key literary terms and devices</li> <li>• Elements of plot structure</li> <li>• Reading comprehension strategies</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Tracking plot development</li> <li>• Identifying themes and supporting evidence</li> <li>• Using context clues for vocabulary</li> <li>• Making predictions and inferences</li> <li>• Participating in literary discussions</li> </ul>

<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CELP Standards</b></p> <p>1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>9. Create clear and coherent grade-appropriate speech and text</p> <p>10. Make accurate use of standard English to communicate in grade appropriate speech and writing</p>		<ul style="list-style-type: none"> <li>• Connecting texts to personal experience</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric to address (based on language proficiency):</p> <p><b>1. Plot Accuracy and Comprehension</b></p> <ul style="list-style-type: none"> <li>- Storyboard accurately represents the major plot points of the literary work</li> <li>- The sequence of panels clearly shows the progression of events from beginning to end</li> </ul> <p><b>2. Visual Storytelling and Composition</b></p> <ul style="list-style-type: none"> <li>- Each panel effectively captures the essence of the scene it represents</li> <li>- Visual composition draws attention to important elements within each scene</li> </ul> <p><b>3. Technical Execution and Presentation</b></p> <ul style="list-style-type: none"> <li>- Storyboard contains 20-30 panels as specified in the task</li> <li>- Each panel is clearly labeled with relevant information (scene number, brief description, etc.)</li> <li>- Drawings are clear and legible, allowing the film crew to easily understand the intended shot</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS <b>Goal/challenge</b> - Create a storyboard of a literary work</p> <p><b>Role for student</b> - Storyboard Artist</p> <p><b>Audience for student work</b> - Film Crew</p> <p><b>Situation</b> - You are a Storyboard Artist who read a text that is getting adapted for a film. You must create a storyboard of the the text's major scenes and present to the film crew for approval</p> <p><b>Products and performances generated by student</b>- A panel(s) of 20-30 storyboards that show significant scenes from the text along with a label for each panel</p> <p><b>Standards/criteria for judging success</b> - The storyboard accurately captures the major elements of plot and character</p>

M, A	Teacher made rubrics, quizzes, study guides, writing prompts, etc	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Write a brief essay of a text that identifies its theme and supporting details</li> <li>-Complete a “Body Biography” of one of the text’s major characters that highlights his/her characteristics and personality traits</li> <li>-Create a chronological timeline of the major events of the text</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	Read a chapter or longer section of a text and answer comprehension questions based on plot and main ideas	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Class notes</li> <li>- Quizzes</li> <li>- Whole class and small group discussions</li> <li>- Individual writing responses</li> <li>- Small group and whole class work</li> <li>- Short written analysis</li> <li>- One on one teacher conferences.</li> <li>- Daily quick writes and sketches. - Exit tickets.</li> </ul> <p><b>Theme Discussion Rubric</b></p> <p>Develop a simple rubric to assess students' contributions to small group discussions about themes and literary techniques.</p> <p><b>Character Trait Matching Quiz</b></p> <p>Regularly assess students' ability to match English character trait words to story characters.</p>
	Students read short stories from various cultures, discussing themes and literary techniques in small groups. They create visual representations of key scenes, incorporating culturally significant symbols.	
	Learners track the development of main characters throughout a novel, creating a "map" that shows key events and decisions influencing character growth. They present their maps, explaining character motivations in English.	

M, A	Students draw a picture of what happens in a story using both English and their first language. This helps them understand the story better and practice English at the same time.	
T, M, A	Students create frozen "living pictures" to represent major themes in a literary work. The class discusses how the tableaux capture the essence of the themes and their cultural significance.	
A	Make a list of words in English that describe people. Students match these words to characters in the story and explain why	
A	Students read in small groups. They can use their first language to explain hard parts to each other, then practice saying the main ideas in English.	
T, M	<p><b>Cultural Symbol Identification Checklist</b></p> <p>Create a checklist of culturally significant symbols students should recognize in their visual representations. Monitor their ability to incorporate and explain these symbols over time. Example checklist items:</p> <ul style="list-style-type: none"> <li>- Identifies at least 3 culturally relevant symbols</li> <li>- Can explain the significance of chosen symbols</li> <li>- Connects symbols to story themes</li> </ul>	
T, M	<p><b>Character Development Timeline</b></p> <p>For the character "map" activity, have students create a timeline showing key points in character growth. Regularly review these timelines for completeness and accuracy.</p>	

T, M, A	<p><b>Bilingual Vocabulary Journal</b></p> <p>As students create bilingual picture stories, have them keep a journal of new English words learned and their first language equivalents.</p>	
T, M, A	<p><b>Tableau Reflection Forms</b></p> <p>After the "living pictures" activity, have students complete a short reflection form explaining their tableau.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>- What theme does your tableau represent?</li> <li>- How did you use body language to show this theme?</li> <li>- What was challenging about creating your tableau?</li> </ul>	
T, M, A	<p><b>Peer Language Support Tracker</b></p> <p>During small group reading, use a simple form to track instances of students supporting each other with first language explanations.</p>	
T, M, A	<p><b>Main Idea Summary Cards</b></p> <p>After group reading sessions, have students write the main idea on a card in both English and their first language.</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

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## Unit 4: Argumentative Writing

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS - Reading Information</b></p> <p><b>CCSS.ELA-LITERACY.RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Construct logical written arguments supported by evidence</li> <li>• Evaluate the strength of arguments and evidence</li> <li>• Engage in academic discourse about controversial topics</li> <li>• Use academic language to express complex ideas</li> </ul>	
	<i>Meaning</i>	
<p><b>CCSS - Speaking/Listening</b></p> <p><b>CCSS.ELA-LITERACY.SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</p> <p><b>CCSS - Writing</b></p> <p><b>CCSS.ELA-LITERACY.W.9-10.1</b> Write arguments to support claims in an analysis of</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Strong arguments require valid reasoning and relevant evidence</li> <li>• Language choices impact argumentative effectiveness</li> <li>• Cultural perspectives influence argumentation styles</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What makes an argument convincing?</li> <li>• How do we adapt arguments for different contexts?</li> <li>• How do cultural perspectives shape argumentation?</li> </ul>

substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  <b>CELP Standards</b>  1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing  7. Adapt language choices to purpose, task, and audience when speaking and writing  3. Speak and write about grade-appropriate complex literary and informational texts and topics  6. Analyze and critique the arguments of others orally and in writing	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"><li>• Components of argumentative writing</li><li>• Types of evidence and support</li><li>• Academic vocabulary for argumentation</li></ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"><li>• Writing clear argumentative thesis statements</li><li>• Selecting relevant supporting evidence</li><li>• Organizing arguments logically</li></ul>



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Further information:</p> <p>Rubric to address (based on language proficiency):</p> <p><b>1. Content and Argumentation</b></p> <ul style="list-style-type: none"> <li>-Clearly introduces the topic and states a definitive stance</li> <li>- Supports the position with relevant, credible evidence from research</li> </ul> <p><b>2. Persuasive Techniques and Rhetoric</b></p> <ul style="list-style-type: none"> <li>- Adapts language and tone to suit a policymaker audience</li> <li>- Frames the issue in terms of its policy implications and societal impact</li> </ul> <p><b>3. Delivery and Presentation Skills</b></p> <ul style="list-style-type: none"> <li>- Speaks clearly, confidently, and at an appropriate pace</li> <li>- Maintains good eye contact and engages with the audience</li> <li>- Uses appropriate gestures and body language to enhance the message</li> </ul> <p><b>4. Structure and Organization</b></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - Persuade an audience to agree with your position            Role for student - Agent of Change</p> <p><b>Audience for student work</b> - Group of policymakers</p> <p><b>Situation</b> - You have researched a debate topic and you are making a speech to persuade a group of policymakers to agree to your stance</p> <p><b>Products and performances generated by student</b> - A written speech and verbal delivery of the speech</p> <p><b>Standards/criteria for judging success-</b> In the written speech, the student introduces the topic, takes a stance, and supports the stance with relevant evidence and valid reasoning</p>

	<ul style="list-style-type: none"> <li>- Follows a clear, logical structure (introduction, body, conclusion)</li> <li>- Includes a compelling opening that grabs attention</li> <li>- Ends with a strong conclusion that reinforces the main argument and call to action</li> </ul>	
T, M, A	Teacher made rubrics, quizzes, study guides, writing prompts, etc	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Read an editorial/opinion piece and identify the writer's stance and supporting evidence</li> <li>- Watch a debate or video on an issue and evaluate the effectiveness of the argument</li> <li>- The class divides into two teams and has a verbal debate on a topic</li> </ul>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	Read an article on a debate topic from procon.org and identify the strongest arguments on both sides of the issue.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Class notes</li> <li>- Quizzes</li> <li>- Whole class and small group discussions</li> <li>- Individual writing responses</li> <li>- Small group and whole class work</li> <li>- Short written analysis</li> <li>- One on one teacher conferences.</li> <li>- Daily quick writes and sketches.</li> <li>- Exit tickets.</li> </ul>
	<p>Students rotate through stations featuring controversial topics from different cultures. They practice taking positions and listing potential evidence for each side, promoting cross-cultural understanding and flexible thinking.</p>	<p><b>Cultural Perspective Tracking Chart</b></p> <p>Create a chart to track students' ability to consider multiple cultural perspectives on controversial topics.</p> <p>Monitor how students' charts become more detailed and nuanced over time.</p>
	<p>Students craft thesis statements on a shared topic in both English and their native languages, then compare structures and word choices.</p>	<p><b>Empathy Perspective-Taking Rubric</b></p>
	<p>Students rewrite their arguments from the perspective of someone from a different cultural background, encouraging</p>	<p>Create a simple rubric to assess students' ability to rewrite arguments from different cultural perspectives.</p>

	empathy and consideration of diverse viewpoints in argumentation.	Criteria could include: - Considers cultural values different from their own - Uses appropriate language and tone - Presents a believable alternative viewpoint
T, M, A	Each group member becomes an "expert" on one section of an argumentative essay (introduction, body paragraphs, conclusion). They then teach their section to their group, collaboratively constructing a complete essay outline.	<b>Academic Language Usage Tally</b> Keep a tally of how often students use provided sentence starters and academic language in their writing and discussions.
T, M, A	Students create visual representations of their arguments (posters, infographics, short videos) incorporating multiple languages.	<b>Multilingual Word Wall Quiz</b> Regularly quiz students on terms from the class word wall, asking for meanings in both English and native languages.
M, A	Classmates participate in a gallery walk, leaving constructive feedback on post-it notes in a common language.	
T, M, A	Teach students to create visual maps of their arguments, including main claims, supporting evidence, and counterarguments.	
A	Guide students through the process of evaluating source credibility using a checklist. Practice with both reliable and unreliable sources to develop critical thinking skills.	
A	Provide a list of sentence starters for different parts of an argumentative essay (e.g., "One compelling reason is...", "Critics might argue that..."). This scaffolds writing and introduces academic language.	

A	Create a class "word wall" with key argumentative terms in English and their translations in students' native languages. Regularly review and practice using these terms.	
M, A	Organize peer review sessions where students can give feedback in their native languages if needed.	
T, M, A	<p><b>Bilingual Thesis Statement Comparison</b></p> <p>Have students keep a log of their thesis statements in both English and their native language. Review these logs to track progress in both languages.</p>	
T, M	<p><b>Collaborative Essay Outline Checklist</b></p> <p>Develop a checklist for groups to use when constructing their collaborative essay outlines. Example items:</p> <ul style="list-style-type: none"> <li>- Introduction includes a clear thesis</li> <li>- Each body paragraph has a topic sentence</li> <li>- Conclusion restates main points</li> </ul>	
T, M, A	<p><b>Multilingual Visual Argument Feedback Form</b></p> <p>Create a feedback form for the gallery walk activity. Include spaces for comments in multiple languages. Example questions:</p> <ul style="list-style-type: none"> <li>- What is the main argument?</li> <li>- What evidence is most convincing?</li> <li>- What could make this visual stronger?</li> </ul> <p><b>Argument Mapping Progress Photos</b></p>	

T, M, A	<p>Have students take photos of their argument maps at different stages (beginning, middle, end of unit). Compare these photos to track improvement in:</p> <ul style="list-style-type: none"> <li>- Complexity of arguments</li> <li>- Use of evidence</li> <li>- Consideration of counterarguments</li> </ul>	
T, M	<p><b>Source Credibility Evaluation Tracker</b></p> <p>Create a tracker where students record their evaluations of different sources.</p>	
T, M, A	<p><b>Peer Review Language Confidence Survey</b></p> <p>After peer review sessions, have students complete a quick survey about their language use.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>Engage</i> by Vista Higher Learning, Inc.</p> <ul style="list-style-type: none"> <li>- Teacher's Edition - ISBN: 978-1-66991-338-2</li> <li>- Student Book (Textbook) - ISBN: 978-1-66991-334-4</li> <li>- Student Practice Book (Workbook) - ISBN: 978-1-66991-342-9</li> <li>- Assessment Program Manual -ISBN: 978-66991-346-7</li> <li>- Newsela.com - Various articles</li> <li>- Procon.org - various debate topics</li> <li>- "Should Homework Be Banned?" by Emma Johnson from <i>Education Weekly</i></li> <li>- "Is Social Media Good or Bad for Teens?" by Michael Chen</li> </ul>	

	<p>from <i>Teen Health Magazine</i></p> <p>-“Should School Start Later in the Morning?” by Dr. Sarah Thompson from <i>Sleep Science Journal</i></p> <p>- “Should Plastic Bags Be Banned?” by Olivia Green from <i>Environmental News Network</i></p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Science Fiction CP

April 2025



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The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Science Fiction CP

### 11th and 12th Grade

Science Fiction is a one semester course that introduces students to a world of fantastic possibilities. Students will critically think, analyze, reflect, and respond to a variety of authors' interpretations of futuristic societies, post apocalyptic worlds, alien life, time travel, space exploration, the morality of genetic modifications, the relationship between human and machine, and the anxieties of artificial intelligence. Students will engage with contemporary issues through the lens of the Science Fiction genre to develop reflective self understanding and a larger social awareness. Additionally, students will work individually and collaboratively to create unique products throughout the semester. Types of texts range from short stories, novels, films, TV Shows, video games, articles, essays, reviews, and criticism in order to develop a meaningful understanding and appreciation of the complex ideas and themes in Science Fiction.

## Pacing Guide

1. Science Fiction Origins	4-5 Weeks
2. Science Fiction Today	4-5 Weeks
3. Dystopia/Utopia - Methods of Control	3-4 Weeks
4. Human and Machine	3-4 Weeks

# Unit 1 - Science Fiction Origins

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Identify conventions of the Science Fiction genre in multiple modalities (textual, visual, film).</li> <li>• Compare/contrast Science Fiction genre conventions across multiple texts and authors</li> <li>• Close read a text in multiple modalities (textual, visual, film).</li> <li>• Apply knowledge of cultural/historical context to texts of the past.</li> <li>• Critically structure and organize thoughts and interpretations for specific audiences and purposes.</li> <li>• Express and communicate ideas through writing and speaking.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Science Fiction as a wide and expansive genre that effectively uses multiple modalities to tell narratives</li> <li>• Science Fiction is a genre that poses philosophical questions and dilemmas</li> <li>• Science Fiction is a genre that uses fantastical settings, scenarios, and technology to reflect on ideas and dilemmas in the real world.</li> <li>• Science Fiction authors aim to accurately predict the future.</li> <li>• Science Fiction is a product of historical/cultural context.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is Science Fiction?</li> <li>• What are the origins and foundations to the Science Fiction genre?</li> <li>• Why has Science Fiction become so popular over the years?</li> <li>• How do the problems of today become the problems of tomorrow?</li> <li>• How do writers use the Sci Fi genre to tell narratives?</li> <li>• How does “classic” Science Fiction reflect cultural/historical context?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Science Fiction Genre definition</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying and explaining Science Fiction</li> </ul>

<p>complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Science Fiction Genre Conventions - What if? scenarios, unfamiliar settings (exploring new worlds, realities, the future, outer space, and new societies/civilizations).</li> <li>● Science Fiction Subgenres - Post-Apocalypse, Dystopian/Utopian, Cyberpunk, Steampunk, Time Travel, Space Opera,</li> <li>● Hard Science Fiction vs. Soft Science Fiction</li> <li>● Plot Structure - Exposition, Rising Action, Climax, Falling Action, and Resolution.</li> <li>● Narrative Techniques - Point Of View - Perspective in narrative, characterization, imagery, tone/mood, metaphor/simile, and symbolism.</li> <li>● Worldbuilding</li> <li>● Verisimilitude</li> </ul>	<p>genre conventions in different narratives.</p> <ul style="list-style-type: none"> <li>● Summarizing key plot points and details from a fictional text.</li> <li>● Analyzing Short Fiction - How Sci Fi genre conventions and narrative techniques develop a central theme.</li> <li>● Comparing and contrasting different authors' use of Science Fiction genre conventions and narrative techniques.</li> <li>● Evaluating a text in terms of Science Fiction genre conventions and definition.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	<b>Focus/claim</b> - Write a clear and defensible thesis statement that addresses all aspects of GRASP prompt. Establishes a specific line of reasoning for the thesis statement.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, T	<b>Organization/structure</b> - Orient reader with relevant background information and context in an engaging introduction. Develop a line of reasoning with relevant body paragraphs that clearly navigate the reader through your work with specific topic sentences. Provides a meaningful and reflective conclusion that articulates the importance of the essay topic.	<b>Goal/challenge</b> - Students will develop ideas and interpretations of Science Fiction texts by writing their own analytical informational/explanatory text.  <b>Role for student</b> - Aspiring writer for a popular and widely read Science Fiction Blog.  <b>Audience for student work</b> - Readers and fans of the Science Fiction Genre.  <b>Situation</b> - You are an aspiring writer/journalist working on their first big feature assignment for a popular blog that focuses on the analysis and appreciation of Science Fiction.
M, A, T	<b>Evidence/support</b> - Relevant examples are provided to support your thesis statement and line of reasoning. Evidence is specific and substantial to support topic sentence claims. Effectively cite and integrate evidence into your body paragraphs.	<b>Products and performances generated by students</b> - You will be developing your own evaluation and interpretation of a Science Fiction short story of your choosing. You will create an informational/explanatory text (essay) that develops your own interpretation and evaluation of how authors use Science Fiction genre conventions to tell narratives.
M, A, T	<b>Analysis</b> - Show insightful comprehension of Science Fiction Genre conventions. Demonstrate insightful understanding of chosen Science Fiction text. Specifically and clearly explain how your text evidence supports your ideas and interpretations. Elaborate on the connection between evidence and claim.	<b>Standards/criteria for judging success</b> - Students master the skills of the Informational/explanatory writing rubric.
M, A, T	<b>Language/conventions</b> - Strategically uses academic and domain specific vocabulary in	

	writing. Minimal to no errors in spelling, grammar, punctuation, capitalization, and formatting.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Short Essay - Compare/contrast how two authors use Science Fiction genre conventions.</li> <li>- Short Essay - Compare/contrast two Sci Fi protagonists from different stories.</li> <li>- Quizzes and Reading Checks for independent reading.</li> <li>- Reading comprehension Short Responses and Whole Class Discussion.</li> </ul>



### Stage 3 – Learning Plan

<b>Code</b>	<b>Pre-Assessment</b>	
<b>M</b>	Unit 1 begins by gauging prior knowledge and potential student misconceptions about the genre. Students will be asked three short response questions (each question should be answered in a full paragraph: 1. How knowledgeable are you about Science Fiction? Determine your comfort level with Science Fiction on a scale of 1-10 - what is your number and why? 2. Explain to me why you took this class: What seemed interesting to you? 3. Explain to me what you want to get out of this class and why?.	
<b>M, A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will facilitate the understanding and class definition of the Science Fiction genre and subgenre elements/conventions. Teacher will lead and model class brainstorming Sci Fi stories and sub genres. Students will work with a partner to brainstorm a class list of stories they consider to be Science Fiction. Students will go back to our big brainstorm list and revise it to reflect our class definition of Science Fiction.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Individual responses, small group/station work, and whole class discussions.</li> <li>• Working with small groups as they focus on different aspects of a story.</li> <li>• Reading comprehension checks for understanding.</li> <li>• Direct teacher feedback on short writing prompts and responses.</li> <li>• Identifying and explaining Sci Fi genre conventions in short fiction through speaking and writing.</li> <li>• Exit Tickets - Reflect and comment on what we learned.</li> </ul>
<b>A</b>	Teacher will use Plot Diagram organizers to explain and define the steps of plot development. Students will identify and describe the elements of plot structure and progression in short fiction by completing Plot Chart organizers. Students will identify the elements of Science Fiction in a short story by applying our class definition to a text.	
<b>A, T</b>	Teacher will explain and define world-building and verisimilitude. Teacher will model analysis of these techniques in excerpts of short fiction to show how authors create literary verisimilitude. Students will be able to analyze and explain how Science Fiction authors use genre conventions, narrative techniques, and world-building to create believable and realistic worlds and characters.	

<b>M, A</b>	Teacher will go over conventional views of time travel in Sci Fi using short fiction texts to demonstrate the author's craft. Students will analyze how Sci Fi writers use time travel as a genre convention. Students will analyze the different "rules" writers use when time travel is the central genre convention of a story.	
<b>A</b>	Teacher will lead discussion of POV in narrative. Teacher will define, outline, and review these terms with examples. Students will be able to analyze and explain how Science Fiction authors use 1st person POV to get the reader to empathize with characters that are very different from the reader.	
<b>M, A</b>	Teacher will explain how Sci Fi writers attempt to predict the future based on the world they live in. Teacher will use short fiction texts to analyze examples of cultural/historical context. Students will make their own predictions for the future based on the world of today.	
<b>A, T</b>	Teacher will lead small groups in discussing Science and Religion in Sci Fi stories. Students will critically think about and analyze the conflict between Science and Religion. Students will discuss the philosophical and ideological differences between Science and Religion as it pertains to the evolution and future of humanity.	
<b>M, A, T</b>	Teacher will demonstrate critical reading/thinking of Sci Fi short students. Teachers will facilitate students choosing their own Sci Fi texts to read and write about. Students will apply Sci Fi genre knowledge to a short text of their choosing. Students will demonstrate understanding by reading a Sci Fi short story of their choosing to analyze for Sci Fi definition and use of genre conventions by the author. Students will analyze and explain how a writer uses the genre conventions and narrative techniques to create a realistic and believable world	

	<p>independently.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Science Fiction by Adam Roberts  Science Fiction and You  Science Fiction short stories  “Country of the Blind” by H.G. Wells  “The Machine Stops” by E.M. Forster  “The War of the Worlds” 1938 Radio broadcast  “Profession” by Isaac Asimov  “Nightfall” by Isaac Asimov  “A Sound of Thunder” by Ray Bradbury  “Flowers for Algernon” by Daniel Keyes  “The Star” by Arthur C. Clark  2001: A Space Odyssey dir by Stanley Kubrick</p>	
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## Unit 2 - Science Fiction Today

### Stage 1 Desired Results

#### ESTABLISHED GOALS

CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

#### *Transfer*

*Students will be able to independently use their learning to...*

- Critically reflect on how genres change over time.
- Create a creative product given a specific audience and purpose.
- Compare/contrast past and present fictional texts.
- Analyze a fictional text for modern narrative craft and stylistic choices.
- Analyze nontraditional storytelling techniques in fictional texts.
- Close read and analyze science fiction through multiple modalities - text, game, image, and film.
- Apply an understanding of adapting a written text to a visual one.

#### *Meaning*

##### UNDERSTANDINGS

*Students will understand that...*

- Modern Sci Fi authors consider more abstract ideas and concepts in their stories.
- Modern Sci Fi writers reject traditional storytelling conventions
- Modern Sci Fi writers use the genre to discuss contemporary social issues such as race, gender, and identity.
- Time is a very complex and abstract concept.
- Life develops and evolves based on surroundings and environmental conditions.
- All choices may be predetermined.

##### ESSENTIAL QUESTIONS

*Students will keep considering...*

- How has the Science Fiction genre changed over time?
- What is time? How do humans perceive time?
- What is destiny?
- How would I live my life knowing my choices don't matter?
- Do narratives NEED to be told in a traditional way to be effective?
- What choices does a director make when adapting a written story to a visual one?
- How do I write a professional screenplay?
- How do I create a storyboard?

	<b>Acquisition</b>	
<p>CCSS.ELA-Literacy.W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Fate/destiny</li> <li>● Free Will</li> <li>● Determinism</li> <li>● Predeterminism</li> <li>● Symbiote/parasite</li> <li>● Alien Life evolution and development</li> <li>● Metanarrative</li> <li>● Breaking the fourth wall</li> <li>● 2nd Person POV</li> <li>● Nontraditional narrative techniques and structure.</li> <li>● Screenplay</li> <li>● Storyboard</li> <li>● Casting Roles for film</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Demonstrating Modern Sci Fi conventions through speaking and writing.</li> <li>● Working with others to discuss ideas and demonstrate reading comprehension.</li> <li>● Using nontraditional storytelling techniques and structure in creative writing.</li> <li>● Adapting a chosen scene in a traditional written text to a visual one.</li> <li>● Writing a screenplay</li> <li>● Creating products based on purpose and audience.</li> <li>● Explaining how genre's change over time.</li> <li>● Analyzing stylistic choices in modern stories.</li> <li>● Making connections between old and new fictional texts.</li> <li>● Identifying how real world issues and anxieties inspire narrative and author purpose.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A	<p><b>Focus/purpose</b> - Scene is focused and consistent throughout your work. The intended purpose (filmed scene) is achieved in a sophisticated manner. Scene chosen is a significant moment from a story. The scene is adapted for modern times and modern audiences.</p> <p><b>Preparation</b> - Evidence of superior preparation is clear. Effort is seen throughout the project. Class time is utilized in an effective and organized way. Performance product is neat, organized, and professional. All aspects of the Performance task are completed to a high level of thought, creativity, and sophistication.</p> <p><b>Screenplay -</b></p> <p><b>Scene Adaptation</b> - A significant/important scene is chosen from a story we read in class. The dialogue translation is adapted to Modern speech. Screenplay is clear to the reader. Dialogue is appropriate and creative -</p> <p>The focus/purpose of the chosen scene is still intact despite creative changes made to the scene. .</p> <p><b>Storyboard -</b></p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge</b> - Students will choose their favorite moment/scene from any of the texts we have read or viewed in class. Students will write a short screenplay, and create a storyboard for their adapted scene.</p> <p><b>Role for student</b> - Writer/director that is looking to adapt a Science Fiction story to the big screen.</p> <p><b>Audience for student work</b> - Readers, viewers, and fans of the Science Fiction Genre that have already read the text you are adapting. Contemporary movie going audiences.</p> <p><b>Situation</b> - You are an aspiring writer/director looking to adapt a Science Fiction story to film. You must choose ONE significant moment in either story and adapt the scene based on your own interpretation. This early treatment will act as your “pitch” for a movie studio to produce your film.. These are the real life problems a director faces when adapting a well known story to film.</p> <p><b>Products and performances generated by students</b> - You will be choosing your favorite OR the most significant moment in ONE of the stories we have read in class either together or on your own. You will be adapting your ideas based on your interpretation of the story and the scene. You will write out a short screenplay of your scene and create a short StoryBoard with notes that will describe each moment in your scene as well as your directorial notes for when you eventually film the scene. You must also choose and justify the cast for your adaptation.</p> <p><b>Standards/criteria for judging success</b> - Students demonstrate</p>
M, A, T		
A, T		
A, T		

T	<p>Storyboard is produced in a neat and clear format. Your entire scene is organized and mapped out before you film. Storyboard sets up shots and visuals you will be using. Storyboard includes director notes and rationale for choices in the scene.</p> <p><b>Language/conventions/quality</b> - Spelling and grammar are perfect. Page length met or exceeded for either option. Project is clear, neat, and organized.</p>	<p>their learning on Contemporary Sci Fi and adaptation by following the provided Scene Adaptation Project rubric. Students successfully complete their pre-filming work (screenplay and storyboard).</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Short and longer writing assessments</li> <li>- Design their own unique alien life form project</li> <li>- Reading checks/quizzes on independent reading.</li> <li>- Demonstrating learning of modern science fiction narrative techniques through analytical and creative writing.</li> <li>- Compare/Contrast Essay Assessment - Students will explain how the Science Fiction Genre has changed from origins to today by analyzing two stories we have read from Unit 1 to Unit 2.</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<b>M, A</b>	<p>Students will first be asked to read Ted Chaing's short story <i>What's Expected of Us</i> and respond to open ended questions that introduce essential questions, concepts, and ideas for the Unit 2:</p> <p>1. What is time and how do humans traditionally perceive it? 2. Do you believe in fate or destiny? 3. How would you view your life if you found out your choices did not matter? 4. Do narratives NEED to be told in a traditional way? 5. What are the most important decisions a director needs to make when adapting a written text to a visual one? 6. What is the best book to film adaptation of all time? What makes it so great?</p>	
<b>M</b>          <b>M, A</b>          <b>M, A</b>          <b>M</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher facilitates students playing a game. Teacher will play first run-through and model/explain choices. Students will analyze and understand what non traditional storytelling and meta narrative is in digital media. Students will understand the problem of "choice" in a video game. Students will reflect on the importance of the choices we make in our own life as well as cause and effect.</p> <p>Teacher explains nontraditional storytelling techniques. Teacher will ask clarifying questions to students as they work. Students will learn about fate, freewill, determinism and unconventional views of how we perceive time. Students will apply understanding of nontraditional storytelling and time to analyzing a fictional text for characterization, symbolism, and theme.</p> <p>Teacher will model, analyze and evaluate a text based on specific criteria of writing. Students will identify and analyze a fictional text for the author's craft and purpose. Students will evaluate how successful an author is at achieving their purpose.</p> <p>Teacher will lead and facilitate small group discussion on</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Teacher leads game playthrough as students track and analyze player choice and narrative effect in a video game.</li> <li>• Teacher conferences with small groups while students work together and on their own to answer reflective and reading comprehension short responses.</li> <li>• Students will reflect and apply Modern Sci Fi concepts and topics to their own lives in short and longer writing samples.</li> <li>• Teacher evaluates student responses as they explain the connection between the author's craft, choice, and narrative technique in developing themes through speaking and writing.</li> <li>• Students will write a letter to a Sci Fi author evaluating their story success based on their intent and purpose.</li> <li>• Students will demonstrate creative writing skills by using learning to write short modern day scenarios that showcase the elements of Modern Science Fiction.</li> <li>• Students will design and create their own unique alien lifeform.</li> </ul>



<p><b>M, A</b></p> <p><b>M, A</b></p> <p><b>M, A</b></p> <p><b>M, A, T</b></p> <p><b>M, A</b></p> <p><b>M, A</b></p>	<p>contemporary social issues. Teachers will circulate and clarify confusion as small groups work. Students will understand how modern Sci Fi writers use non traditional storytelling to reflect real world issues regarding race, gender, and identity.</p> <p>Teacher will introduce and model how Sci Fi writers use real science and biology to create fictional creatures. Students will learn how modern Sci Fi authors create realistic and believable alien life and organisms on other planets. Students will analyze relationships between humans and aliens.</p> <p>Teachers will conference with students as they work on creating their own Alien Life Forms. Students will understand how Sci Fi authors today use different forms of narrative (textual and visual/film) to develop ideas about how alien life evolves and develops on other worlds. Students will apply learnings of the author's craft and purpose to their own creative works.</p> <p>Teacher will explain and define filmmaking techniques. Teacher will model analysis of examples from film and tv. Students will learn and understand how modern storytellers adapt textual narratives to visual ones. Students will analyze the choices made when adapting a written text to a visual one (film and tv).</p> <p>Teacher review writing and formatting dialogue and characterization. Teacher will lead group discussion by analyzing a real screenplay together. Students will learn how professional writers write screenplays. Students will analyze the differences between a story we read and a story we watched. Students will understand how a strong screenplay begins the adaptation process.</p> <p>Teacher will lead discussion on what makes a good adaptation. Teacher will model analysis of storyboard examples. Teacher will explain and show connections</p>	<ul style="list-style-type: none"> <li>• Students will write in short and longer writing sessions for various tasks and purposes - creative and informational/explanatory.</li> <li>• Students will analyze professional screenplays for format and content.</li> </ul>
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	<p>between storyboards and final products. Students will learn and understand what a storyboard is. Students will understand how filmmakers use storyboards to organize and structure their ideas while planning to adapt a story to film.</p>	
<b>M, A</b>	<p>Teacher will explain and describe how filmmakers cast actors for roles. Teachers will conference with students as they plan and cast their Scene Adaptations. Teacher will clarify and offer direction for student choices. Students will understand how casting actors in specific roles are crucial for the success of a film adaptation of a written fictional text.</p>	
<b>A, T</b>	<p>Teachers will circulate the classroom and conference one on one as students work. Teacher will clarify project questions, offer examples and direction to the students' scenes. Students will apply their learning to write a short professional screenplay. Students will use visual techniques to create a storyboard of a scene in a traditional fictional text.</p>	
<b>T</b>	<p>Teacher will model an analysis that compares/contrasts how the Sci Fi genre has changed over time using two Unit Texts. Students will understand and explain how the Science Fiction Genre has changed from origins to today.</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>The Stanley Parable</i>  <i>Exaltation</i> by Ted Chaing  "Story of Your Life" by Ted Chiang  <i>Arrival</i> dir. by Denis Villeneuve  <i>Scavengers Reign</i> Season 1 Ep. 1 - "The Signal"  "Bloodchild" by Octavia Butler</p>	

	<p>“The Jaunt” by Stephen King</p> <p>“Welcome to Your Authentic Indian Experience” by Rebecca Roanhorse</p> <p>“Better Living Through Algorithms” by Naomi Kritzer</p> <p>Screenplays CrashCourse Youtube</p> <p><a href="https://www.youtube.com/watch?v=TARsoxST0tQ">https://www.youtube.com/watch?v=TARsoxST0tQ</a></p> <p>Game of Thrones Storyboards: The Ice Wall   io9 Exclusives</p> <p><a href="https://www.youtube.com/watch?v=1YzNJq87MPs">https://www.youtube.com/watch?v=1YzNJq87MPs</a></p> <p>Storyboard to film comparison</p> <p><a href="https://www.youtube.com/watch?v=Y_h-5qpHFO0">https://www.youtube.com/watch?v=Y_h-5qpHFO0</a></p> <p>Film Analysis Guide handout</p>	
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## Unit 3 - Dystopia and Utopia - Methods of Control

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">CCSS.ELA-Literacy.RL.11-12.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast how authors use narrative techniques in a variety of texts.</li> <li>• Critically reflect on current events and social issues.</li> <li>• Analyze fictional narratives from a historical/cultural perspective</li> <li>• Collaborate with others given a specific purpose.</li> <li>• Effectively create, present, and teach an understanding of a text to their peers.</li> <li>• Use digital media to create a unique and insightful presentation.</li> </ul>	
<p>CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Governments impose control on citizens.</li> <li>• Politics, language, and propaganda can affect and manipulate an individual's perception and choice. Dystopian protagonists share similar character traits (personality, world view, motivation, revolutionary ideas)</li> <li>• Governments use varying levels and types of control</li> <li>• Stories of a Dystopian future are really comments/criticisms of the world of the author's time period.</li> <li>• Dystopian Societies operate under the illusion of a Utopia.</li> <li>• A population's perceptions and beliefs can be shaped or guided by language</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is my relationship to my Government, culture, and society at large?</li> <li>• How do I fit into a larger group?</li> <li>• How can a larger group influence my thinking and choices?</li> <li>• What is my role/purpose in society?</li> <li>• Why do authors write about such nightmarish future scenarios?</li> <li>• What is the difference between Utopia and Dystopia?</li> <li>• How is propaganda used to spread a message?</li> <li>• How do I make and give a great presentation?</li> </ul>

<p>CCSS.ELA-Literacy.L.11-12.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>and politics.</p> <ul style="list-style-type: none"> <li>Propaganda is a powerful tool of a Dystopian Government to control and condition the population.</li> </ul>	<ul style="list-style-type: none"> <li>How do I teach others about a topic I have learned about?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Dystopia</li> <li>Utopia</li> <li>Thomas Moore</li> <li>Post-Apocalypse</li> <li>Propaganda</li> <li>Slogans</li> <li>Rhetorical Appeals - Ethos, Pathos, Logos</li> <li>Logical Fallacies</li> <li>Persuasive techniques</li> <li>Rhetorical Triangle - Speaker, Message, Audience.</li> <li>Graphic Design - Poster Layout and Composition.</li> <li>Characteristics of Dystopian and Utopian societies.</li> <li>Character traits of Dystopian Protagonists.</li> <li>Corporate Dystopian Society</li> <li>Bureaucratic Dystopian Society</li> <li>Technological Dystopian Society</li> <li>Philosophical/Religious Dystopian Society</li> <li>Educational Pedagogy - Lesson Planning and Design</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Identifying the conventions/criteria of Dystopian and Utopian society.</li> <li>Analyzing Dystopian Protagonist traits across different narratives.</li> <li>Comparing and analyzing author storytelling techniques across different texts.</li> <li>Creating a unique Culture and Society.</li> <li>Conveying a message to an audience given a specific purpose.</li> <li>Creating, rehearsing, and teaching the class about a text.</li> <li>Develop and strengthen research skills.</li> <li>Summarizing story details.</li> <li>Citing thorough and significant textual examples.</li> <li>Comparing and analyzing the types of dystopian control across different texts.</li> <li>Collaborating in small groups.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, T  M, A  A, T  T	<p><b>Lesson Plan</b> - Clear and Measurable goal for student learning. A rationale for student learning. Lesson Plan and Activity that engages class in material. Mini-Assessment to see that the class has achieved the lesson goal.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
	<p><b>Content</b> - All required content is insightful and elaborate. Strong story summary. Overview of setting, characters, and forms of Dystopian control present. Dystopian Protagonist overview. Direct quotes/examples from the text.</p>	<p><b>Goal/challenge</b> - Students will create a presentation of their interpretation and understanding of a dystopian story of their choosing to the class.</p> <p><b>Role for student</b> - Teacher/Presenter at NMHS. Member of Department PLC.</p> <p><b>Audience for student work</b> - 11th and 12th grade students taking Science Fiction CP elective.</p>
	<p><b>Organization/structure</b> - Presentation is exceptionally clear and organized. There is a clear sense of beginning, middle and end. The progression of slides/ideas makes sense for the audience and does not confuse them. Has a conclusion that wraps up what the students learned about their book and the Dystopian genre.</p>	<p><b>Situation</b> - YOU are NMHS's new Science Fiction teacher! You will be working with your ELA PLC to create a presentation and mini-lesson outlining the importance of the dystopian story you chose to read. You will be focusing on why your chosen text is important for a free society to read. You must cover a story summary, characters, world building, themes, and dystopian government.</p> <p>You must explain HOW the government uses different forms of control on its citizens. The students are the experts teaching the class about the features of their book.</p>
	<p><b>Delivery</b> - Public speaking skills. All group members speak and contribute. Students speak loudly and clearly for the class. Body language - Students address their audience, use eye contact, and do not have your back</p>	<p><b>Products and performances generated by students</b> - Students will collaborate with their group members to produce a clear and organized presentation (Google Slides, Canva, Powerpoint, Prezi, etc..) and a mini lesson.</p> <p><b>Standards/criteria for judging success</b> - Students master the elements of presentation skills. Students show a strong understanding of their story by the effectiveness of their</p>

<p><b>M, A, T</b></p>	<p>to the class or read off of Presentation slides.. Shows style and enthusiasm about the topic.</p> <p><b>Audio and Visual Aid</b> - Presentation is creative, supportive, and meaningful. A/V is clearly a tool used to highlight Lesson Objects given your audience.</p>	<p>presentation and lesson. You must explain HOW the government uses different forms of control on its citizens. Direct quotes/examples from the text used, student made activities and materials, student made Lesson Plan.</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Post Performance Task - Write an essay that compares and contrasts the various forms of Dystopian control across all four texts (Brave New World, 1984, The Road, and The Handmaid's Tale)</li> <li>- Design and create a unique piece of Propaganda.</li> <li>- Design and create your own Utopian Society and Culture.</li> <li>- Create a film soundtrack for your chosen Dystopian Text.</li> </ul>

## Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<b>M, A</b>	<p>Students will participate in a motivating activity that answers Pre-Unit questions:</p> <ol style="list-style-type: none"> <li>1. Students will reflect on and describe their favorite lesson they have participated in at NMHS. They will need to explain specifically what made the lesson special and how it affected them as students. We will make a class list of what makes a “good” lesson at school.</li> <li>2. “What is my personal relationship to my Government?”</li> <li>3. “What are the different ways a government can condition or control its population?”</li> </ol>	
<b>M, A</b>          <b>A</b>          <b>M, A</b>          <b>M, A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher facilitates whole class discussion - clarifying and extending student thinking. Teacher defines and explains Speculative Fiction - Brainstorm list of biggest issues/problems facing the world today - what do those look like in 100 years? How are stories of the future really about the present day?</p> <p>Teacher leads the whole class discussion to explain and define what a Utopia is. Teacher models reading excerpts of Thomas Moore’s Utopia Students answer these questions with a partner - How does Moore use worldbuilding and literary verisimilitude to create a fleshed out society and culture? What are the aspects of a culture? How does culture/society affect the development of an individual?</p> <p>Teacher models reading fiction and nonfiction that provide clear examples of Utopian Societies and ideals and real world comparisons. Teacher models real world comparisons. Students work with small groups to brainstorm lists and ideas.</p> <p>Teacher reviews what society and culture are. Teachers circulate the classroom and conferences with small groups on designing their own society. Teacher extends thinking to</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Short responses to essential questions written in class.</li> <li>• Read and summarize articles about the utopian genre.</li> <li>• Read and summarize articles about the Social Credit system.</li> <li>• Comparing/analyzing characters from different stories and films</li> <li>• Short quizzes on texts and dystopian characteristics</li> <li>• Reading checks that assess text understanding and reading comprehension</li> <li>• Short and Longer writing responses to class topics and texts.</li> <li>• Participation in small group and class discussions</li> <li>• Participation in collaborative group work for dystopian presentation project</li> <li>• Students effective use of Rhetorical appeals given a specific task (purpose) and audience.</li> <li>• Students write to analyze visual texts in conveying a message.</li> <li>• Students fill out and complete Lesson Plan</li> </ul>



<p><b>M, A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>M, A</b></p> <p><b>M, A, T</b></p>	<p>connect back to Moore's Utopia. Working with partners/small groups to create and design a unique Utopian Society and culture.</p> <p>Teacher provides overview slides of EACH dystopian book choices. Teacher provides a predetermined reading calendar. Students will form small groups for Performance tasks based on independent book choice. Suggested Text Choices: 1984, Brave New World, The Handmaid's Tale, and The Road. Students understand the reading schedule/pace.</p> <p>Teacher defines and explains the different types of Dystopian fiction and societies. Students will learn about Dystopian and Post-Apocalyptic Fiction. Students will understand key characteristics of these sub-genres and how they are connected to the larger Sci Fi genre.</p> <p>Teacher provides notes and examples of The Dystopian Protagonist and Types of Dystopian Societies. Teacher models connecting Dystopian Protagonist characteristics to Unit texts and pop culture examples. Students will read and view Mentor Texts of current examples of the Genre.</p> <p>Teacher will chunk reading and analysis of nonfiction texts. Teacher will model connections and comparisons between fiction and the real world. Students will read nonfiction texts to make connections between fictional Dystopian Societies and the real world. China's Social Credit Program and Nosedive.</p> <p>Teachers will facilitate learning about Rhetorical appeals - Ethos, Pathos, logos, and logical fallacies through PSA's, commercials, and advertisements. Teachers will provide multiple examples of each appeal and facilitate small group discussions as students analyze examples. Students will learn about the Rhetorical Triangle. Students will learn how these techniques are used by Dystopian Governments and Societies to persuade and manipulate individuals.</p>	<p>Templates.</p> <ul style="list-style-type: none"> <li>• Teacher provides feedback by conferencing with students one on one and in small groups or partners.</li> <li>• Teacher checks in with students as they work to offer direction on Unit Assessments and GRASP.</li> </ul>
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<b>M, A</b>	Teachers will define and explain Propaganda and Street Art. Teacher will model analysis of visual texts through provided visual texts for class. Students will learn about Propaganda and Street art by analyzing and explaining visual media and the relationship between image and slogan in popular examples.	
<b>M, A, T</b>	Teachers will circulate the classroom and conference with students as they work. Teachers will provide feedback on student use of Rhetorical Triangle and appeals in their work. Students will apply using Rhetorical Appeals, logical fallacies, and Visual design to create a unique piece of Propaganda from the perspective of their Dystopian Society. Students will aim to persuade and manipulate the Dystopian Protagonist of their chosen independent Dystopian Society.	
<b>M, A, T</b>	Teacher will explain and outline a template for a standard class lesson plan. Teacher will explain and offer examples for each stage of a lesson. Students will learn about Educational Pedagogy for their Performance Task. Students will learn and understand what a Measurable Lesson Objective is, rationale for learning, and how to assess for knowledge.	
<b>A, T</b>	Teacher provides examples of Presentations and speeches. Teacher models analysis and thinking to evaluate a good Presentation. Students will learn how to make and give a compelling Presentation that considers audience attention.	
<b>M, A, T</b>	Teachers will work with groups on their mini lessons. Teacher will conference and provide feedback to students. Students will work with a small group to plan, design, and implement a mini lesson that teaches the class about the Dystopian and Sci Fi features of the group's chosen text. Students will apply all Unit learning to achieve success on the Performance Task.	
	<u>Resources:</u>	

	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.:</p> <p>Neil Gaiman forward to <i>Fahrenheit 451</i></p> <p><b><i>Utopia</i> by Thomas Moore (core text)</b></p> <p><b><i>Brave New World</i> by Aldous Huxley (core text)</b></p> <p><b><i>1984</i> by George Orwell (core text)</b></p> <p><b><i>The Handmaid's Tale</i> by Margaret Atwood (core text)</b></p> <p><b><i>The Road</i> by Cormac McCarthy (core text)</b></p> <p><i>Children of Men</i> dir. Alfonso Cuarón</p> <p>Teacher Chosen propaganda and street graffiti/art images</p> <p>Dystopian Genre Notes</p> <p>Death by PowerPoint TedTalk video</p> <p>Why We Need Utopian Fiction by Eleneanor Tremeer</p> <p>Children of Men: Don't Ignore The Background</p> <p><a href="https://www.youtube.com/watch?v=-woNImVcdjc">https://www.youtube.com/watch?v=-woNImVcdjc</a></p> <p>"Nosedive" and "15 Million Merits" - Black Mirror</p> <p>BBC - China's Social Credit System</p>	
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## Unit 4 - Human and Machine

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Effective and appropriate use of A.I. in our daily lives.</li> <li>• Express original ideas and thoughts through descriptive writing.</li> <li>• Plan, develop and write a fictional narrative.</li> <li>• Compare/contrast multiple themes in a fictional narrative.</li> <li>• Effectively read fictional and nonfictional texts.</li> <li>• Provide constructive feedback/comments on others' work.</li> <li>• Apply constructive feedback from others to revise and improve your own writing.</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-Literacy.W.11-12.3</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Developing Artificial Intelligence (A.I.) bears important ramifications on the world (ethically, morally, philosophically)</li> <li>• Sci Fi authors can approach a single topic in multiple ways.</li> <li>• Sci Fi authors use narrative techniques to develop and express multiple themes in a narrative.</li> <li>• Sci Fi topics and themes are interconnected.</li> <li>• The difference between “human” and “machine” consciousness might not be so obvious.</li> <li>• Writers make choices based on their task, purpose, and audience.</li> <li>• Cause and effect is used by writers to</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is consciousness?</li> <li>• What is A.I.?</li> <li>• What is the difference between a human and machine consciousness?</li> <li>• Is it ethical to create thinking machines?</li> <li>• Should machine consciousness have rights? protections? Are they people?</li> <li>• How will machine consciousness affect our world and personal lives?</li> <li>• How do narrative writers come up with their ideas?</li> <li>• How do I write and format realistic dialogue? How do I create realistic and believable characters?</li> <li>• How do writers develop multiple themes in a story?</li> </ul>

<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>make compelling stories.</p>	<ul style="list-style-type: none"> <li>How do I give and receive constructive feedback on creative writing?</li> </ul>
<p><b>Acquisition</b></p>		
<p>CCSS.ELA-Literacy.W.11-12.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-Literacy.W.11-12.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 <a href="#">here</a>.)</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>A.I.</li> <li>Consciousness</li> <li>Sentience</li> <li>Machine Learning</li> <li>Robot, Android, Cyborg</li> <li>Uploaded Consciousness - Digital Consciousness</li> <li>Characterization - Direct and Indirect</li> <li>Character Types - Static/dynamic and Round/Flat</li> <li>Personality traits</li> <li>Types of Conflict</li> <li>Exposition</li> <li>Rising Action</li> <li>Climax</li> <li>Falling Action</li> <li>Resolution/denouement</li> <li>Dialogue</li> <li>Theme</li> <li>Sensory Details</li> <li>Imagery</li> <li>Onomatopoeia</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Analyzing fictional texts for multiple literary techniques and themes.</li> <li>Critically reading fiction and nonfiction texts.</li> <li>Analyzing visual media as a text.</li> <li>Analyzing a story for conflict.</li> <li>Analyzing a story for characterization.</li> <li>Analyzing a story for plot development.</li> <li>Explaining how two authors interpret a theme differently.</li> <li>Analyzing and explaining multiple themes in a literary text.</li> <li>Brainstorming and planning story ideas</li> <li>Organizing story ideas and plot progression</li> <li>Giving and receiving constructive feedback on creative work.</li> <li>Revising and improving their creative writing.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A  A, T  M, A, T  M, A  A, T	<b>Focus/exposition</b> - Your story follows the form of a short story by focusing on a small set of characters and a specific Science Fiction setting.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	<b>Organization/structure/plot</b> - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, Sci Fi world, and conflict.	<b>Goal/challenge</b> - Students will create a Science Fiction short story which explores a real world Scientific/Technological idea set in a future or imagined world.
	<b>Narrative Technique</b> - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency in storytelling techniques.	<b>Role for student</b> - Creator, author, and story editor.
	<b>Cover Art</b> - Image is clean, neat, and professional looking. Cover clearly displays the story title and imagery that effectively conveys key concepts and themes of your story. Cover is fully colored and eye-catching.	<b>Audience for student work</b> - Fans and readers of Science Fiction.
	<b>Language/conventions</b> - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.	<b>Situation</b> - You are an aspiring Sci Fi author looking to publish your first collection of short fiction. You will be writing the title story of your collection that you will be sending to a Publishing Company. There are many Sci Fi stories that you have read and seen and you know there are many different directions you can go with your story. You want to add your own unique voice to the Sci Fi literary canon.
		<b>Products and performances generated by students</b> - You will create and develop your own story by creating a future or imagined world and a set of believable characters that inhabit it. Your story will focus on a real world scientific or technological idea/issue. You will create the accompanying cover art for your story. You will provide feedback, edits, and revisions for yourself and your peers in class.
		<b>Standards/criteria for judging success</b> - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the Science Fiction genre in their story.

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Mini Project - Design and Create your own ideal artificial companion</li> <li>- Essay - Analyze and Compare/Contrast how two different writers approach a similar topic and theme.</li> <li>- Post Performance Assessment and Reflection - Story Gallery Showcase - Create a poster for your unique Sci Fi story that outlines and summarizes key plot, character, sci fi, and thematic details. Incorporate your own creative imagery in your poster. Pitch and sell your story to other students.</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
<b>M, A</b>	<p>Students will respond in their notebooks or on a separate piece of paper to the questions:</p> <ol style="list-style-type: none"> <li>1. What is your favorite Science Fiction story that you have read or watched in class so far?</li> <li>2. Specify Elements - WHAT made this story so great? What storytelling/narrative techniques do you already know and which were used to great effect in the story of your choice?</li> <li>3. What is consciousness? How is consciousness formed?</li> <li>4. What do you think the next step for human consciousness is?</li> <li>5. How will the world react when a “true” A.I. is created? How could an artificial consciousness change how we view our own?</li> </ol> <p>Encourage students to think about their favorite books, tv shows, and films as they write out their thoughts and ideas. Encourage the students to organize their thoughts into brief separate paragraphs. Students will write their responses individually, discuss in a small group, then share their ideas before submitting their responses.</p>	
<b>M, A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teachers will facilitate Pre-Assessment Questions and group discussions by checking in with groups to provide feedback and extensions to thinking. Students will read fictional texts and visual media to understand the difference between “real” and “artificial” consciousness.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Individual writing - Short and long form</li> <li>• Small Group and partner work and discussion.</li> <li>• Whole Class discussion</li> <li>• Reading Checks for Comprehension</li> <li>• Defining and Creating an ideal A.I companion</li> <li>• Written responses - Analyze how authors develop themes.</li> <li>• Fill out Plot Structure organizers for analyzing short fiction.</li> <li>• Brainstorm List for ideas and topics of Sci Fi story</li> <li>• Written and verbal responses to short fiction reading for narrative technique and theme.</li> <li>• Write their own realistic dialogue given different situations and images.</li> <li>• Plan and outline story ideas using Plot</li> </ul>
<b>M, A</b>	<p>Teacher will model connecting Sci Fi elements to the real world. Teacher will model analysis of short fiction excerpts that pertain to the relationship between A.I. and Human Intelligence. Students understand how Sci Fi writers interpret and present complicated topics and subjects differently. Students will understand how Sci Fi writers separate “human” and “artificial” consciousness apart from one another to reflect on how these technologies affect the real world and our personal lives.</p>	



<b>M, A, T</b>	Teacher will demonstrate examples of how an A.I. Companion already is a huge part of our lives. Teacher will outline directions and expectations for the mini-project. Teacher will provide feedback to students while circulating the room and conferencing. What is your ideal A.I. companion like? Students will create an ideal A.I. and/or Robot companion. Students will learn about real world application and use of A.I. in a global and personal world.	<p>Structure Organizers</p> <ul style="list-style-type: none"> <li>Students will read and provide 3-4 constructive feedback comments on peer work.</li> </ul>
<b>M, A</b>	Teacher will present notes and slides on the term consciousness and lead a class discussion on what it really means. Teacher will facilitate creating a class definition of consciousness. Students will learn and understand how Sci Fi writers blend “human” and “machine” consciousness. Uploading Consciousness and Digital Consciousness as the next step of evolution.	
<b>M, A</b>	Teachers will review Plot Development terms and ideas. Teacher will provide Plot Structure organizers for students to analyze plot development in short fiction of their choosing. Students will learn and understand elements of Plot Structure and Development in a fictional narrative. Students apply learning of plot structure and development to analyzing fictional narratives.	
<b>A</b>	Teachers will explain and define different kinds of conflict in literature. Teacher will model analyzing examples of conflict in Science Fiction. Students will learn about different kinds of conflict (internal and external) in a story and how conflict drives narrative development - Cause and effect.	
<b>A</b>	Teachers will have students analyze characters for personality traits and motivation. Teacher will provide characterization notes and definitions. Students will learn about direct and indirect characterization and character types in fiction. Students will explain how authors create backstory, motivation, desire, and personality for their characters.	

<b>M, A</b>	Teachers will work with students in creating realistic dialogue. Teacher will provide examples from the real world (short fiction, film, and tv) and lead discussions in analyzing dialogue in fiction. Students will learn about how authors create and format realistic dialogue between characters in a fictional text. Students will practice writing and formatting dialogue. Students will connect dialogue to characterization.	
<b>M, A</b>	Teachers will facilitate and run stations devoted to narrative techniques and sensory details. Teachers will provide station materials, games, and activities to practice/review narrative/literary techniques. Students will learn how authors use sensory detail to develop a story and engage readers. Students will learn about and explain Imagery, onomatopoeia, and sensory description. Students will work with different figurative language, narrative techniques, and sensory details in each station.	
<b>A, T</b>	Teachers will outline multiple narrative techniques in Sci Fi. Teacher will model thinking on how writer's use multiple techniques together to affect the reader. Students will be able to explain how author's use multiple narrative techniques and literary choices to develop multiple themes in a fictional text. Students will be able to explain how multiple literary/narrative techniques work together to develop a theme in a fictional story.	
<b>M, A, T</b>	Teacher will outline and define the steps to the writing process. Teachers will work with students one on one as they work through each step of the writing process from brainstorming to publication. Students will learn and understand the writing process: how to brainstorm ideas and story topics, outline characters and plan plot structure, give and receive constructive feedback on creative writing, and apply feedback from others to revise and edit story drafts.	

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>“Cat Pictures Please” by Naomi Kritzer</p> <p>“Exhalation” by Ted Chang</p> <p>“Lifecycle of Software Objects” by Ted Chiang</p> <p>“The Gods Will Not Be Chained” by Ken Liu</p> <p>“The Gods Will Not Be Slain” by Ken Liu</p> <p>“The Gods Have Not Died in Vain” by Ken Liu</p> <p><i>Pantheon</i> Season 1 Ep. 1 - “Pantheon”</p> <p><i>Black Mirror</i> Season 3 Ep. 4 - “San Junipero”</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Algebra 1 Honors

April 2025



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## **Authors of Course Guide**

Taylor Chamberlain

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# Algebra 1 Honors

## 9th Grade

Algebra 1 Honors is a full year course for freshmen who have excelled in Pre-Algebra.

Topics in this course include algebraic notation and terminology, evaluating expressions, solving equations and inequalities, function notation, linear equations, systems of equations and inequalities, operations with polynomials, quadratic functions, and appropriate applications. A graphing calculator is recommended for this course.

### Connection to the Vision of a Graduate

**Critical Thinking-** Students will engage using critical thinking skills throughout the course. Students will engage in performance based real world tasks that require them to analyze the provided information and solve problems using skills acquired throughout the unit. Students will also explore connections between real world situations and concepts learned.

**Communication-** Students will engage in math using communication skills taught throughout each unit. Students will arrange and link their mathematical thinking through performance based tasks. Students will participate in mathematical discourse among class discussions and group activities.

**Positive Relationships-** Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, or have different methods of solving a problem, we can respect each other's point of view and even have positive relationships with those we don't agree with.

**Growth Mindset -** Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. Students will make an effort to understand concepts that are being taught, be encouraged to ask for support, and to reflect on the mistakes they may have made. Lastly, students will be encouraged to expand on their thinking when giving solutions to problems in order to gain confidence on the concepts being taught.

**Social Awareness -** Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with others, including those from diverse backgrounds, abilities and cultures.



## **Pacing Guide**

Unit 1: Solving Equations and Inequalities:	6 weeks
Unit 2: Relations and Functions:	5 weeks
Unit 3: Linear Functions:	6 weeks
Unit 4: Systems of Equations and Inequalities:	5 weeks
Unit 5: Exponential Functions:	6 weeks
Unit 6: Intro to Polynomial and Quadratic Functions:	6 weeks

# UNIT 1: Solving Equations and Inequalities

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.</p> <p>CCSS.Math.Content.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.Math.Content.HSA.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.</p> <p>CCSS.Math.Content.HSA.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There are various types of equations and inequalities</li> <li>• The process of solving any type of equation or inequality involves using inverse operations</li> <li>• Obtaining a solution to an equation or inequality can be found in various ways</li> <li>• Equations and inequalities can be used to model real world scenarios</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can equations and inequalities be used to model real world scenarios?</li> <li>• How can you justify steps to solving a multi-step equation/inequality?</li> <li>• How can you represent relationships using inequalities?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• The difference between an equation and inequality</li> <li>• Different methods for solving equations and inequalities</li> <li>• What a reasonable solution to an equation or inequality looks like, and how it can be checked</li> <li>• When an equation or inequality can have more than one solution and why</li> <li>• Solve literal equations and how they can be used to rewrite formulas</li> <li>• An equation can have one solution, no solution, or infinitely many solutions</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Using inverse operations to solve equations and inequalities in one, two, or multiple steps</li> <li>• Writing equations and inequalities to model relationships between variables</li> <li>• Finding a solution set of an inequality using graphs</li> <li>• Evaluating real-world expressions and equations</li> <li>• Solving equations and inequalities involving fractions</li> <li>• Interpreting solutions in context of a real world application</li> <li>• Checking a solution to an equation or inequality using the substitution method</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring Rubric used to evaluate successful understanding of the criteria for writing and solving linear equations as well as analyzing the solution to justify their choices.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge:</u></b> Use equations to make decisions about purchasing a new cell phone</p> <p><b><u>Role for Student:</u></b> Consumer</p> <p><b><u>Audience:</u></b> Self/classmates</p> <p><b><u>Situation:</u></b> Student wants to purchase a new cell phone and plan and must investigate cost of models and plans and justify which company offers the best deal</p> <p><b><u>Products and Performance:</u></b> Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards for Success:</u></b>            Projects contain:</p> <ul style="list-style-type: none"> <li>• Accurate cost analysis of cell phone company</li> <li>• A chart/diagram that highlights the key features and costs</li> <li>• Visually neat and organized</li> <li>• Clearly states the comparison of costs</li> <li>• Identify which company offers a better deal</li> </ul>

T, M, A	<ul style="list-style-type: none"> <li>Through modeling a real world scenario with an equation</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
T, M,A	<ul style="list-style-type: none"> <li>Through modeling a real world scenario with an inequality</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding the steps of solving a multi-step equation and how to check the answer</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding the steps of solving a multi-step inequality and how to check the answer</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>How to interpret the solution in context of the application</li> </ul>	

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities that include topics such as order of operations, evaluating expressions, solving one and two step equations and inequalities</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will review the difference between an expressions and equations/inequalities</li> <li>Teacher will review simplifying and evaluating expressions</li> <li>Students will apply skills of simplifying and evaluating expressions</li> <li>Teacher introduces solving equations by using an analogy or demonstration to show students how performing operations on a number and then undoing the operations in a particular order will result in the original number</li> <li>Teacher will highlight for students that solving an equation/inequality involves the process of undoing the operation that is being done to the variable</li> <li>Teacher will model how to solve multi-step equations and inequalities</li> <li>Teacher will model how to graph a solution to an inequality and will explain the significance of the graph</li> <li>Teacher will model how to solve literal equations by solving for a specified variable</li> <li>Teacher will model how to solve absolute value equations and inequalities</li> <li>Teacher will model how to solve and graph compound inequalities</li> <li>Students will work independently and in groups to solve</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning</li> <li>Practice worksheets with direct feedback</li> <li>White board practice for immediate feedback</li> <li>Kahoots, Quizizz, and/or Plickers activities with review questions and direct teacher observation</li> <li>Homework assignments</li> <li>Performance tasks modeling real world problems</li> <li>Teacher differentiates through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>
T,M,A		
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T,M,A	<p>equations and inequalities</p> <ul style="list-style-type: none"> <li>• Teacher will model how to write and solve a linear equation from a real world problem</li> <li>• Students will create equations to solve real world problems</li> <li>• Students will relate the solution to an equation to a real world problem</li> <li>• Teacher will model how to use inequalities in the real world</li> <li>• Students will write and solve real world application problems with inequalities and justify the solution in terms of the problem</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: Relations and Functions

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSF.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.Math.Content.HSF.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>CCSS.Math.Content.HSF.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing,</i></p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Functions are used to relate two quantities</li> <li>• Functions can be represented in various ways</li> <li>• Functions can be represented as equations, graphs, and tables</li> <li>• Functions can be used to solve real world problems</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are functions used to represent the relationship between two variables?</li> <li>• How are functions used in the real world?</li> <li>• What are the different types of functions?</li> <li>• What are the similarities and differences of a linear v. nonlinear function?</li> </ul>



<p><i>decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>CCSS.Math.Content.HSF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p> <p>CCSS.Math.Content.8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>	<table><tr><th colspan="2">Acquisition</th></tr><tr><td><p><i>Students will know...</i></p><ul style="list-style-type: none"><li>• The domain is the set of all of the inputs of a function</li><li>• The range is the set of all of the outputs of a function</li><li>• The independent can be changed</li><li>• The dependent variable relies on the value of the independent variable</li><li>• Equations can be represented using function notation</li><li>• Graphs can be used to represent functions</li><li>• A piecewise function is a function that combines pieces of two different functions</li></ul></td><td><p><i>Students will be skilled at...</i></p><ul style="list-style-type: none"><li>• Determining if a relation is a function</li><li>• Identifying the independent and dependent variable of a relation</li><li>• Explaining when two variables are a function</li><li>• Using statements in function notation to sketch graphs of a function</li><li>• Identifying key features of graphs of functions, such as increasing/decreasing intervals, maximum/minimum points, etc.</li><li>• Evaluating functions in function notation</li><li>• Writing equations in terms of function notation</li><li>• Evaluating piecewise functions</li></ul></td></tr></table>		Acquisition		<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>• The domain is the set of all of the inputs of a function</li><li>• The range is the set of all of the outputs of a function</li><li>• The independent can be changed</li><li>• The dependent variable relies on the value of the independent variable</li><li>• Equations can be represented using function notation</li><li>• Graphs can be used to represent functions</li><li>• A piecewise function is a function that combines pieces of two different functions</li></ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"><li>• Determining if a relation is a function</li><li>• Identifying the independent and dependent variable of a relation</li><li>• Explaining when two variables are a function</li><li>• Using statements in function notation to sketch graphs of a function</li><li>• Identifying key features of graphs of functions, such as increasing/decreasing intervals, maximum/minimum points, etc.</li><li>• Evaluating functions in function notation</li><li>• Writing equations in terms of function notation</li><li>• Evaluating piecewise functions</li></ul>
Acquisition						
<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>• The domain is the set of all of the inputs of a function</li><li>• The range is the set of all of the outputs of a function</li><li>• The independent can be changed</li><li>• The dependent variable relies on the value of the independent variable</li><li>• Equations can be represented using function notation</li><li>• Graphs can be used to represent functions</li><li>• A piecewise function is a function that combines pieces of two different functions</li></ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"><li>• Determining if a relation is a function</li><li>• Identifying the independent and dependent variable of a relation</li><li>• Explaining when two variables are a function</li><li>• Using statements in function notation to sketch graphs of a function</li><li>• Identifying key features of graphs of functions, such as increasing/decreasing intervals, maximum/minimum points, etc.</li><li>• Evaluating functions in function notation</li><li>• Writing equations in terms of function notation</li><li>• Evaluating piecewise functions</li></ul>					

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring rubric used to evaluate successful understanding of the skills and concepts required to analyze the price per shopping bag based on the quantity purchased	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge:</u></b> Find the cost to purchase shopping bags</p> <p><b><u>Role for Student:</u></b> Store manager</p> <p><b><u>Audience:</u></b> Purchasing agent</p> <p><b><u>Situation:</u></b> Student will collect data, create piecewise graphs and use it to make predictions about the price per bag used on the number of bags purchased</p> <p><b><u>Products and Performance:</u></b> Students will create a presentation (Google Slides, Poster, Video) containing the data, graph, and prediction</p> <p><b><u>Standards for Success:</u></b>            Projects contain:           <ul style="list-style-type: none"> <li>• The data collected</li> <li>• Correct equations for each piecewise function</li> <li>• Correct predictions about the price per bag based on the number of bags purchased</li> <li>• Visually neat and organized</li> </ul> </p>

M,A	<ul style="list-style-type: none"> <li>Through understanding of the independent and dependent variable of a relation</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
M,A	<ul style="list-style-type: none"> <li>Through understanding of when a relation is a function</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through the understanding of the different representations of functions</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding evaluating functions and using function notation</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Through understanding how linear and nonlinear functions represent real-world data</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding piecewise functions and their graphs</li> </ul>	

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge via warm-ups and questioning activities, such as basic problems representing relations in a variety of ways and identifying the independent and dependent variables</li> <li>Prerequisite knowledge will be reviewed and incorporated into writing, graphing, and evaluating functions</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher introduces relations as sets of ordered pairs that have an independent (input) variable and dependent (output) variable</li> <li>Teacher will explain that relations can be expressed in a set of ordered pairs, in a table of values, in a mapping diagram, in an equation, and in a graph</li> <li>Teacher will explain that each relation has a domain and range</li> <li>Students will define domain and range and state the domain and range of a relation from the various ways a relation can be represented</li> <li>Students will organize and analyze data in tables and graphs and use the information to describe relationships</li> <li>Students distinguish between linear and nonlinear functions</li> <li>Teacher will explain that relations can be functions, and that in a function each input is paired with exactly one output</li> <li>Students will identify if a relation is a function or not a function by analyzing given data, and by using the vertical line test</li> <li>Teacher will introduce discrete and continuous functions</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning</li> <li>Practice worksheets with direct feedback</li> <li>White board practice for immediate feedback</li> <li>Kahoots, Quizizz, and/or Plickers activities with review questions and direct teacher observation</li> <li>Performance tasks modeling real world problems</li> <li>Teacher differentiates through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

T,M,A	<ul style="list-style-type: none"> <li>Students will determine if a real world scenarios represents a discrete or continuous function</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will identify the domain and range of continuous functions with proper interval notation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will read a real world scenario to the class and will sketch a graph based on specific keywords</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will sketch and identify key components of a graph to model real world problems</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will use an analogy of a vending machine when introducing function notation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will model how to write a function rule in function notation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will model how to evaluate a function with a given input that produces a specific output, algebraically and graphically</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will evaluate function using function notation and graphs</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Teacher will model real world scenarios with function notation</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will evaluate real world problems with function notation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will introduce piecewise functions as pieces of different functions put together</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will evaluate piecewise functions and explore models for real world situations</li> </ul>	
	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 3: Linear Functions

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSF.LE.A.1. b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>CCSS.Math.Content.HSF.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.Math.Content.8.F.A.3 Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p>CCSS.Math.Content.8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models,</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The rate of change is the change in the dependent variable to the change in the independent variable</li> <li>• The slope represents the rate of change in real world problems</li> <li>• The y-intercept represents an initial value in real world problems</li> <li>• The slope-intercept form of a linear function is commonly used to solve real world problems</li> <li>• A linear function can be represented in various forms</li> <li>• Linear functions can be used to represent and solve real world problems</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is a linear function?</li> <li>• What is the importance of the slope and the y-intercept of a line?</li> <li>• How can the slope be used to represent real world scenarios?</li> <li>• What are the different forms of linear equations?</li> <li>• How can I use linear functions to represent and solve real world problems?</li> </ul>

and in terms of its graph or a table of values.	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Linear functions have a constant rate of change</li> <li>• The slope of a line represents the constant rate of change</li> <li>• The graph of a linear function is represented by a line</li> <li>• A positive slope represents an increasing function</li> <li>• A negative slope represents a decreasing function</li> <li>• Zero slope represents a constant function</li> <li>• A function with zero slope creates a horizontal line</li> <li>• An undefined slope creates a vertical line</li> <li>• A linear function can be written in slope-intercept form when given a rate of change and an initial value</li> <li>• Graph an equation that is written in slope intercept form</li> <li>• Real world problems can be modeled by slope-intercept form when given a rate of change and an initial value</li> <li>• Equations can be written in standard form</li> <li>• To solve for the x-intercept, plug in 0 for y and solve for x</li> <li>• To solve for the y-intercept, plug in 0 for x and solve for y</li> <li>• Equations written in standard form can be graphed from the x and y intercepts</li> <li>• Real world scenarios can be modeled with an equation in slope-intercept</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating slope using the slope formula</li> <li>• Finding the rate of change from a table of values</li> <li>• Identifying the slope from an equation</li> <li>• Finding the slope of a line graphically by finding the vertical change to the horizontal change of two points</li> <li>• Simplifying slope</li> <li>• Identifying the y-intercept from an equation</li> <li>• Graphing an equation from slope-intercept form</li> <li>• Writing equations from graphs</li> <li>• Finding the x and y intercepts of a function written in standard form</li> <li>• Rewriting an equation from standard form to slope-intercept form</li> <li>• Rewriting an equation from slope-intercept form to standard form</li> <li>• Identify the slope and a point on a line from an equation written in point-slope form</li> <li>• Graphing an equation written in point-slope form</li> <li>• Testing if a point lies on a line without graphing the function by plugging the point into the equation and evaluating</li> <li>• Rewriting equations from point-slope form to slope intercept form</li> <li>• Writing an equation of a line that is parallel to a given line and goes through a specific point</li> <li>• Writing an equation of a line that is perpendicular to a given line and goes</li> </ul>

form when given a rate of change and an initial value

- Real world scenarios can be modeled with an equation in standard form when given two variables and a total
- Point slope form of an equation contains a rate of change and a data point that lies on the specific line
- Equations in point-slope form can be graphed using the data point and the slope
- Real world scenarios can be modeled with with linear functions in point-slope form when given a rate of change and a data point
- An equation can be rewritten to any form of a linear function
- Determine if a point lies on a line without graphing by plugging the point into the equation and checking the validity of the statement
- Parallel lines have the same slope
- Parallel lines will never intersect
- Perpendicular lines have opposite reciprocal slopes
- Perpendicular lines intersect at a 90 degree angle
- A linear function can be rewritten to determine if the line will be parallel or perpendicular without graphing

through a specific point

- Using linear equations to model and analyze real world scenarios



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring Rubric used to evaluate successful understanding of the criteria comparing costs of two vendors for 300 students, and costs of vendors for 200 students, and identifying when they will receive the best deal.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge</u></b> : Use equations to make decisions about finding the best deals when planning the Homecoming Dance</p> <p><b><u>Role for Student</u></b>: Consumer</p> <p><b><u>Audience</u></b>: Self/classmates</p> <p><b><u>Situation</u></b>: The students of the Activity Committee are in charge of planning the Homecoming Dance and must hire vendors at a minimal expense. Students will compare the costs of two food vendors, two DJ's, and two balloon and streamer companies. Students need to prepare a budget for 300 students attending the dance, and 200 students attending the dance.</p> <p><b><u>Products and Performance</u></b>: Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards For Success</u></b>:            Projects contain:</p> <ul style="list-style-type: none"> <li>• Accurate cost analysis of each food caterer, DJ, and decorations</li> <li>• A chart/diagram that highlights the key features and costs</li> <li>• Visually neat and organized</li> <li>• Clearly states the comparison of costs</li> <li>• Identify which vendors are a better deal</li> </ul>

M,A	<ul style="list-style-type: none"> <li>Through understanding of the slope-intercept, point-slope and standard form of linear equations and how to rewrite each equation from one form to another</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Through understanding the meaning of the slope and the x and y intercepts for a linear function, including in the context of a real world problem</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Through understanding of how to use linear functions to model and analyze real world problems</li> </ul>	

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities, such as basic problems on solving and writing equations and evaluating an equation</li> <li>Prerequisite knowledge will be reviewed as it is incorporated into application problems in class and on review assignments</li> </ul>	
T,M,A  M,A  M,A  M T,M,A  M,A  T,M,A  M  T,M,A  T,M,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will present linear data and students will organize and analyze the data in a table and create a graph</li> <li>Teacher will lead discussion on the properties of a linear function</li> <li>Teacher will challenge students to think about how they can determine if a function is linear given only a table of values</li> <li>Students will identify characteristics of a linear function</li> <li>Teacher will build upon student understanding of the rate of change and draw connections to the slope of a line</li> <li>Teacher will lead students to draw connections between the direction of a graph and the sign of the slope</li> <li>Students will identify and interpret the slope from real world linear situations as the constant rate of change in the dependent variable compared to the change in the independent variable</li> <li>Teacher will introduce positive, negative, zero, and undefined slope by presenting the “Slope Dude” video on YouTube</li> <li>Students will calculate the slope of a line graphically by finding the “rise over run”</li> <li>Students will calculate the slope of a function from</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm-up questions at the start of each class</li> <li>Class worksheets with direct teacher observation or self-assessment</li> <li>White board practice with direct teacher observation</li> <li>Kahoots, Quizizz, and/or Plickers activities with review questions and direct teacher observation</li> <li>Exit tickets at the end of each lesson</li> <li>Homework assignments with direct teacher observation or self assessment</li> <li>Teacher differentiates through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

T,M,A	<p>tables as the “change in y over the change in x”</p> <ul style="list-style-type: none"> <li>Students investigate the role of slope and y-intercepts in the graphs of functions and relate this information to the context of various problems</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will lead students to discover the slope-intercept form of a linear equation, <math>y = mx + b</math>, where <math>y</math> represents the dependent variable, <math>m</math> represents the slope, <math>x</math> represents the independent variable, and <math>b</math> is the y-intercept</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will investigate the slope-intercept form and use this form to model real world situations when given a rate of change and an initial value</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will graph these equations to visualize the relationship between variables</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to graph a linear function given a table of values</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to graph a linear function given an equation by starting at the y-intercept and then using the slope to graph additional points on the line</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will be able to find the slope-intercept form of a line from a graph, a table, or real world scenario</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to rewrite equations from slope-intercept form to standard form</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to rewrite equations from standard form to slope-intercept form</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to graph lines when given the x-intercept and the y-intercept</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to solve for the x-intercept and the y-intercept algebraically</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will introduce point-slope form of a line and emphasize that the slope is constant between any two points on the line</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will identify the slope and a point on the line from a given equation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will write equations in point-slope form when given a slope and a specific point</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will rewrite equations from point-slope form to</li> </ul>	

T,M,A	<p>slope-intercept form</p> <ul style="list-style-type: none"> <li>• Students will be able to determine which form of a linear equation is the most advantageous when solving a real world problem</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will identify if two lines are parallel based on their given equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will identify if two lines are perpendicular based on their given equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will graph equations of parallel lines</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will graph equations of perpendicular lines</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will rewrite equations to determine if lines are parallel or perpendicular</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 4: Systems of Linear Equations and Inequalities

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.</p> <p>CCSS.Math.Content.8.EE.C.8.a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
<p>CCSS.Math.Content.8.EE.C.8.b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>CCSS.Math.Content.8.EE.C.8.c Solve real-world and mathematical problems leading to two linear equations in two variables.</p> <p>CCSS.Math.Content.HSA.REI.C.</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A system of equations can have one solution, infinite solutions, or no solution</li> <li>• Systems of equations can be solved graphically or algebraically</li> <li>• A systems of equations is an algebraic way to compare two equations that model a situation and find the breakeven point or choose the most efficient or economical plan</li> <li>• A systems of linear inequalities can have no solution, or can have a range of solutions</li> <li>• A systems of linear inequalities are solved graphically</li> <li>• A systems of linear inequalities are used to model a situation with</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What does it mean for a system of equations to have one solution, no solution, or infinite solutions?</li> <li>• How are systems of equations used to model real world scenarios?</li> <li>• What does the solution set of a graph of linear inequalities represent?</li> <li>• How do we use systems of inequalities to model real world scenarios?</li> </ul>

<p>5</p> <p>Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>CCSS.Math.Content.HSA.REI.C.6</p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	<p>restraints and provide us with solutions that satisfy all conditions simultaneously.</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Systems of equations can be solved graphically</li> <li>• The solution to a system of equations is graphically the point of intersection</li> <li>• Systems of equations can be solved algebraically using the substitution method and the elimination method</li> <li>• A solution to a system satisfies both equations in the system</li> <li>• A solution to a systems of equations can be checked algebraically</li> <li>• A systems of equations can model a real world scenario</li> <li>• How a solution to a systems of equations relates to a real world scenario</li> <li>• A solution set to a system of inequalities can be found in the overlapping shaded region of the graph</li> <li>• The solution set to a systems of inequalities can model the restraints of a real world problem</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Writing systems of equations</li> <li>• Graphing systems of equations</li> <li>• Solving systems of equations using the substitution method and the elimination method</li> <li>• Representing real world scenarios with systems of equations</li> <li>• Relating the solution to a systems of equations to real world problems</li> <li>• Checking a solution to a systems of equations</li> <li>• Rewriting systems of equations to identify the type of solution the system will have</li> <li>• Graphing systems of inequalities</li> <li>• Testing a point not on the line of a systems of inequalities to identify the solution set</li> <li>• Finding the solution set to a system of inequalities</li> <li>• Representing the solution set of a systems of inequalities in terms of real world problems</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	A Scoring Rubric will be used to evaluate successful understanding of the criteria for creating and solving systems of equations as well as analyzing the solution.	<p>PERFORMANCE TASK(S):</p> <p><b><u>Goal/Challenge :</u></b> Create systems of equations to model a new business plan</p> <p><b><u>Role for Student:</u></b> Business owner</p> <p><b><u>Audience for Student Work:</u></b> Business investor</p> <p><b><u>Situation:</u></b> Students will choose three options from different menus to create their own business plan. They will need to decide on what item to sell, what property to sell their item in, and how they are going to advertise their product. Students will create systems of equations based on their choosings and will solve them to find the breakeven point.</p> <p><b><u>Products and Performance:</u></b> Students will create a presentation (Google Slides, Poster, Video) to justify their proposal.</p> <p><b><u>Standards For Success:</u></b>            Projects contain:           <ul style="list-style-type: none"> <li>• Accurate equations based on their choosings</li> <li>• A chart/diagram that highlights the key features and costs</li> <li>• Visually neat and organized</li> <li>• Clearly states the solution, which is the breakeven point</li> </ul> </p>



M,A	<ul style="list-style-type: none"> <li>• Through understanding how to solve systems of equations graphically</li> <li>• Through understanding how to solve systems of equations algebraically using the substitution and elimination method</li> <li>• Through understanding of the meaning of the solution to a system of equations</li> <li>• Through understanding of how to write and solve systems of equations to model real world problems, and how to give meaning to the solution</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Performance tasks modeling real world problems</li> <li>• Summative assessments such as quizzes and unit tests</li> <li>• Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>• Alternate assessment projects such as posters, error analysis, real world applications</li> <li>• Review standardized test questions for the challenge of SAT and ACT exams</li> <li>• Quizzes, exit slips, graded warm-ups</li> <li>• Unit Test</li> </ul>
M,A		
T,M,A		
T,M,A		

### Stage 3 – Learning Plan

	<b>Pre-Assessment</b> <ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge via warm-up and questioning activities, such as basic problems on writing, solving, and graphing linear equations and inequalities</li> <li>Prerequisite knowledge will be reviewed as it is incorporated into application problems both in class and on review assignments</li> </ul>	
M  T,M,A    M,A  M  T,M,A  T,M,A  T,M,A  M,A  M,A  M,A  M,A  M,A  M,A  T,M,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher scaffolds instruction by introducing systems of equations by graphing and the types of solutions that arise</li> <li>Teacher will emphasize the solution to a system of equations is an ordered pair</li> <li>Teacher will explain that a solution to a system of equations can be checked by using the substitution method, and that the solution must satisfy both equations in the system</li> <li>Teacher will model a real world problem using systems of equations and graphically find the solution</li> <li>Teacher will scaffold instruction and give the solution real life meaning</li> <li>Students will graph systems of equations and identify the point of intersection</li> <li>Teacher will use technology to generate more accurate solutions to real world applications</li> <li>Students will determine what type of solution a system will have without solving the system by observing each equation in slope-intercept form</li> <li>Teacher will introduce the substitution method with a real world analogy and demonstrate the process</li> <li>Teacher will introduce the elimination method by using number sense that uses addition and multiplication</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm-up questions at the start of each class</li> <li>Class worksheets with direct teacher observation or self-assessment</li> <li>White board practice with direct teacher observation</li> <li>Kahoots, Quizizz, and/or Plickers activities with review questions and direct teacher observation</li> <li>Exit tickets at the end of each lesson</li> <li>Homework assignments with direct teacher observation or self assessment</li> <li>Teacher differentiates through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

T,M,A	<p>properties of equality</p> <ul style="list-style-type: none"> <li>• Students will solve systems of equations algebraically using the substitution and elimination method</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>• Teacher will acknowledge and affirm that there are multiple ways of solving real world applications</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>• Teacher will model for students how to identify information and highlight keywords in a problem and translate into a linear equation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will recognize when one method of solving a system of linear equations is more advantageous than another</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will explain what the point of intersection means in context of a real world problem</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>• Teacher will demonstrate how to find a solution set to a system of inequalities</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>• Students will graph and solve systems of inequalities</li> <li>• Teacher will model real world problems with systems of inequalities and relate the solution to the restraints given</li> <li>• Students will model real world problems with systems of inequalities</li> </ul>	
	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 5: Exponential Functions

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSF.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>CCSS.Math.Content.HSF.LE.A.1. a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
<p>CCSS.Math.Content.HSF.LE.A.1. c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>CCSS.Math.Content.HSF.LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Exponents are used to represent complex expressions</li> <li>• Linear functions have a constant rate of change, where exponential functions have a constant ratio</li> <li>• Real world problems can be modeled with exponential functions</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can expressions involving exponents be simplified?</li> <li>• What is the difference between a linear function and an exponential function?</li> <li>• How are exponential growth and decay applied to the real world?</li> </ul>
<p>CCSS.Math.Content.HSF.LE.B.5 Interpret the parameters in a linear or exponential function in</p>	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Keywords that describe linear and exponential relations, and how they can be written as expression or in a</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying graphs of exponential functions</li> <li>• Writing and graphing exponential functions</li> </ul>

<p>terms of a context.</p> <p>CCSS.Math.Content.HSF.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>	<p>table of values</p> <ul style="list-style-type: none"> <li>• Write an equation to represent a quantity that grows or decays exponentially</li> <li>• Find a growth or decay factor from a graph and write an equation</li> <li>• Graph equations that represent quantities that change by a growth factor between 0 and 1</li> <li>• Use function notation to write equations that represent exponential relationships</li> <li>• Compound interest can be calculated with a specific formula when given the initial amount, interest rate, and compounding intervals</li> <li>• Write expressions to represent a starting amount and a percent increase or decrease</li> <li>• Write an expression to represent the result of applying a percent increase repeatedly</li> <li>• Solve problems using exponential expressions written different ways</li> <li>• Determine whether to model a real world scenario with a linear function or an exponential function</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the relationship between an equation and the graph of the function</li> <li>• Describing the meaning of a negative exponent in equations that represent exponential decay</li> <li>• Evaluate exponential functions given a domain</li> <li>• Interpreting graphs that represent exponential functions</li> <li>• Representing real world scenarios that involve growth and decay with exponential functions</li> <li>• Calculating compound interest using the formula</li> </ul>
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Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring rubric evaluating successful understanding of the application of exponents to correctly solve the problem	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge:</u></b> Students will calculate the amount of computer memory and bits in a computer</p> <p><b><u>Role:</u></b> Student</p> <p><b><u>Audience:</u></b> Classmates</p> <p><b><u>Situation:</u></b> Students will use exponential expressions to convert computer bits to megabytes and gigabytes, as well as megabyte to gigabytes</p> <p><b><u>Products and Performances:</u></b> Students will produce a chart that displays the appropriate conversions for at least 5 bits</p> <p><b><u>Standards for Success:</u></b> Students have provided answers with proper work or justifications to support them. The chart will be neat, easy to read, and understandable.</p>

T,M,A	<ul style="list-style-type: none"> <li>Through understanding of simplifying expressions with zero and negative exponents</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Through understanding of the properties of exponents and how they apply to simplifying and evaluating expressions</li> </ul>	
T,A	<ul style="list-style-type: none"> <li>Through understanding of graphing exponential functions</li> </ul>	
T,M	<ul style="list-style-type: none"> <li>Through understanding of exponential growth and decay, and applications to real world situations</li> </ul>	

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities, such as basic problems on evaluating with exponents and graphing basic functions</li> <li>Prerequisite knowledge will be reviewed as it is incorporated into application problems both in class and on review assignments</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Teacher will introduce properties of exponents and show how they are used to evaluate expressions</li> <li>Teacher introduces negative and zero exponents by showing patterns in different powers of the same base</li> <li>Students will recognize that zero exponent leads to a value of 1, and negative exponents result in the reciprocal value of the base</li> <li>Students will work independently to simplify expressions with zero and negative exponents</li> <li>Students will work in pairs to apply the properties of exponents to simplify and evaluate expressions</li> <li>Teacher will use properties of exponents and the definition of radicals to demonstrate rational exponents</li> <li>Students develop meanings for rational exponents through group activities</li> <li>Teacher will guide students to discover how an exponential model is used to represent patterns that are determined by repeated multiplication by a constant multiplier.</li> <li>Teacher will guide students through activities that compare the key features of data modeled by linear and exponential models.</li> <li>Teacher leads a discussion to help students compare and contrast linear and exponential growth.</li> <li>Teacher will remind students that integer exponents represent repeated multiplication of the base and guide</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm-up questions at the start of each class</li> <li>Class worksheets with direct teacher observation or self-assessment</li> <li>White board practice with direct teacher observation</li> <li>Kahoots, Quizizz, and/or Plickers activities with review questions and direct teacher observation</li> <li>Exit tickets at the end of each lesson</li> <li>Review of homework assignments with direct teacher observation or self assessment</li> <li>Teacher differentiates through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>



<p>M</p> <p>T,M</p> <p>T,M,A</p>	<p>students to discover shortcuts for exponential expressions.</p> <ul style="list-style-type: none"> <li>• Teacher leads a discussion in which students share their conjectures about rational exponents and whether or not they believe that rational exponents satisfy the rules and meanings of integer exponents.</li> <li>• Teacher guides students through an activity that demonstrates the connection between the graph of an exponential function and the meaning of negative and rational exponents.</li> <li>• Teacher presents scenarios which involve growth, decay, linear models, and exponential models and asks students to study each situation, make a graph, write an equation, and classify the function. Teacher points out critical differences between exponential and linear growth and exponential and linear decay.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 6: Intro to Polynomial and Quadratic Functions

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b> CCSS.Math.Content.HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>CCSS.Math.Content.HSA.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>CCSS.Math.Content.HSA.SSE.B.3.a Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>CCSS.Math.Content.HSA.REI.B.4 Solve quadratic equations in one variable.</p> <p>CCSS.Math.Content.HSA.REI.B.4.b</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Polynomial expressions can be represented in multiple ways</li> <li>• A quadratic is a polynomial with a degree of two</li> <li>• Quadratic equations can be used to model and solve real world problems</li> <li>• There are specific key features of a graph that allow us to understand a quadratic function</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are quadratic functions used to model and predict real world problems?</li> <li>• Why is it necessary to know various methods to solve quadratic equations?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The definition of a polynomial and all</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Classifying polynomial expressions</li> </ul>

<p>Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p>	<p>of the forms a polynomial can have</p> <ul style="list-style-type: none"> <li>• A polynomial can be simplified by addition, subtraction, multiplication, division</li> <li>• A polynomial expression can be simplified by factoring</li> <li>• There are multiple ways to factor a polynomial expression</li> <li>• Quadratic expressions and equations have a degree of 2</li> <li>• Quadratic equations can be solved by factoring</li> <li>• Quadratic equations can be solved by the square root method</li> <li>• Quadratic equations can be solved by the quadratic formula</li> <li>• The parent function of a quadratic function is a parabola</li> <li>• Quadratic equations can be model real world problems</li> <li>• Solutions to a quadratic equation can be meaningful to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>• Simplifying polynomial expressions</li> <li>• Identifying key information from graphs of quadratic functions</li> <li>• Identifying the factored form of a polynomial expression</li> <li>• Factoring a polynomial expression by the greatest common factor</li> <li>• Factoring a polynomial expression using the master product</li> <li>• Factoring a polynomial expression using difference of squares</li> <li>• Solving quadratic equations by the square root method</li> <li>• Solving quadratic equations using the quadratic formula</li> <li>• Solving quadratic equations by factoring</li> <li>• Sketching graphs of quadratic functions</li> <li>• Modeling real world applications with quadratic functions</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring rubric evaluating successful understanding of the applications of quadratic functions to correctly answer a series of questions	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge:</u></b> Angry Birds Quadratics Project</p> <p><b><u>Role for Student:</u></b> Video game designer</p> <p><b><u>Audience for Student Work:</u></b> Class/self</p> <p><b><u>Situation:</u></b> Students will be tasked with helping to design the video game Angry Birds where the premise is for a group of birds to get back their eggs, which were stolen by a group of pigs. Students will be “sling-shotting” three different birds at the pigs and must determine each trajectory of their flight path, which creates a parabola. Students will determine the maximum height, the axis of symmetry, and distance traveled of each bird. Students will answer a series of questions based on their findings.</p> <p><b><u>Products and Performances:</u></b> Students will create a graph representing each bird's trajectory and present it either on a poster, Google Slides, PowerPoint, etc.</p> <p><b><u>Standards For Success:</u></b>            Students have provided accurate calculations            Graph is accurate and visually neat            All questions are answered correctly            Presentation is professional looking and easy to understand</p>

M,A	<ul style="list-style-type: none"> <li>Through understanding of what makes an expression a polynomial, and how to classify polynomials</li> </ul>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
M,A	<ul style="list-style-type: none"> <li>Through understanding of simplifying polynomials with basic operations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through the understanding of applying methods of Greatest Common Factors, Difference of Squares, by Grouping, and Master Product to factor polynomials, including those with a leading coefficient greater than 1</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through the understanding of the Zero Product Property and how to apply it to solving quadratic equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding of when and how to use the square root method and quadratic formula to solve equations</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Through understanding how to model and solve real world problems with quadratic functions</li> </ul>	

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities, such as order of operations and operations with polynomials</li> <li>Prerequisite knowledge will be reviewed as it is incorporated into new concepts and application problems both in class and on review assignments</li> </ul>	
M  M  M,A  M,A  T,M,A  T,M,A  M,A  M,A  T,M,A  T,M,A  M,A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Teacher will implement a warm-up of prerequisite knowledge of simplifying expressions by combining like terms</li> <li>Teacher will introduce polynomials and explain these expressions are classified based on degree and the number of terms</li> <li>Teacher will explain that polynomials can be simplified by addition, subtraction, multiplication, division</li> <li>Students will practice classifying and simplifying polynomials</li> <li>Teacher will demonstrate and model factoring polynomial expressions by The Greatest Common Factor, Factor by Grouping, Difference of Squares, and The Master Product</li> <li>Students will complete hands on and discovery activities to recognize the methods needed to factor polynomials</li> <li>Students will work independently and collaboratively to practice and master the skills of factoring</li> <li>Teacher will model how to graph quadratic functions and explain the characteristics a graph could represent</li> <li>Teacher will model real world problems with graphs of quadratic equations and will relate the characteristics to the given scenario</li> <li>Students will model real world problems with graphs of quadratic equations</li> <li>Teacher will introduce the Zero Product Property as a</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm-up questions at the start of each class</li> <li>Class worksheets with direct teacher observation or self-assessment</li> <li>White board practice with direct teacher observation</li> <li>Kahoots, Quizizz, and/or Plickers activities with review questions and direct teacher observation</li> <li>Exit tickets at the end of each lesson</li> <li>Review of homework assignments with direct teacher observation or self assessment</li> <li>Teacher differentiates through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

M,A	<p>method to solving quadratic equations</p> <ul style="list-style-type: none"> <li>• Students will work on activities on practicing solving quadratic equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Teacher will introduce solving quadratic equations by square roots</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will practice solving quadratic equations by square roots</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Teacher will introduce the Quadratic Formula as another method for solving quadratic equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students will practice solving equations with the quadratic formula</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introductory Algebra 1

April 2025



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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Introductory Algebra 1

### 9th Grade

Introductory to Algebra 1 is a full year course designed to prepare students to successfully transition to Introduction to Geometry and Introductory Algebra II. The curriculum outlined includes Algebraic Expressions, Solving Linear Equations and Inequalities, Ratios, Rates, Proportions, and Percentages, Relations and Functions, Linear Functions, and Systems of Linear Equations. Throughout each unit, students will be introduced to real world application problems using the concepts students have learned within each unit.

#### Connection to the Vision of a Graduate

**Critical Thinking-** Students will engage using critical thinking skills throughout the course. Students will engage in performance based real world tasks that require them to analyze the provided information and solve problems using skills acquired throughout the unit. Students will also explore connections between real world situations and concepts learned.

**Communication-** Students will engage in math using communication skills taught throughout each unit. Students will arrange and link their mathematical thinking through performance based tasks. Students will communicate their mathematical thinking to their teachers through class conversations. Lastly, students will use mathematical language to express mathematical ideas from real world problems provided.

**Positive Relationships-** Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

**Growth Mindset -** Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In Introductory to Algebra 1, students will make an effort to understand concepts that are being taught, be encouraged to ask for support, and to reflect on the mistakes they may have made. Lastly, students will be encouraged to expand on their thinking when giving solutions to problems in order to gain confidence on the concepts being taught.

**Social Awareness -** Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with others, including those from diverse backgrounds, abilities and cultures.

## **Pacing Guide**

Unit 1: Algebraic Expressions	[6 weeks]
Unit 2: Solving Linear Equations and Inequalities	[10 weeks]
Unit 3: Rates, Ratios, Proportions, Percentages	[5 weeks]
Unit 4: Relations and Functions	[2 weeks]
Unit 5: Linear Functions	[6 weeks]
Unit 6: Systems of Linear Equations	[4 weeks]

# Unit 1: Algebraic Expressions

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.6.EE.A.2</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>CCSS.Math.Content.6.EE.A.2.a</p> <p>Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i></p> <p>CCSS.Math.Content.6.EE.A.2.b</p> <p>Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p>CCSS.Math.Content.6.EE.A.2.c</p> <p>Evaluate expressions at specific values of their variables. Include</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Numeric expressions are evaluated by the rules of Order of Operations</li> <li>• Algebraic expressions are evaluated by using the substitution property</li> <li>• Expressions can be written and translated algebraically</li> <li>• Expressions can be simplified</li> <li>• Algebraic expressions can be used to model real world problems</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is the difference between an expression and equation?</li> <li>• How do we use algebraic expressions to model real world problems?</li> </ul>

	<b>Acquisition</b>	
expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• A numeric expression is a mathematical statement comprised of integers</li> <li>• An algebraic expression is a mathematical statement comprised of variables and constant terms</li> <li>• A coefficient is a number in front of a variable</li> <li>• A variable is the “unknown” in an expression and is represented by a letter</li> <li>• Order of operations tells us the order of how to evaluate expressions with multiple operations</li> <li>• The definition of the substitution property</li> <li>• We evaluate expressions by replacing a variable with the defined value, then use order of operations to simplify further</li> <li>• The definition of a like term</li> <li>• We combine like terms by combining the coefficients, while keeping the like term the same</li> <li>• The distributive property is used when we are simplifying unlike terms</li> <li>• Distribute means to multiply</li> <li>• When simplifying an expression, distribution must happen first (if possible) then combine like terms</li> <li>• Keywords that signify addition, subtraction, multiplication, division, “turn around” words, parenthesis words, in order to write and translate</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating numeric expressions following order of operations</li> <li>• Evaluating expressions using the substitution property</li> <li>• Using the distributive property to simplify an expression</li> <li>• Combining like terms to simplify an expression</li> <li>• Writing algebraic expressions using appropriate keywords to depict what operations are happening to the variable</li> <li>• Translating algebraic expressions from a sentence by identifying keywords of operations that are happening to the variable</li> <li>• Representing real world scenarios using algebraic expressions</li> <li>• Evaluating real world scenarios using algebraic expressions</li> </ul>

	<p>algebraic expressions</p> <ul style="list-style-type: none"><li>• Real world scenarios can be modeled using expressions</li></ul>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring Rubric used to evaluate successful understanding of the criteria translating and evaluating algebraic expressions, along with reasoning with math to draw conclusions.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge:</u></b> Translate and evaluate algebraic expressions when comparing two cell phone plans</p> <p><b><u>Role for Student:</u></b> Consumer</p> <p><b><u>Audience:</u></b> Self/Classmates</p> <p><b><u>Situation:</u></b> Student is comparing two cell phone plans by using algebraic expressions. Students will translate cell phone plans as algebraic expressions and evaluate the expressions at specific values. Students will make predictions and give real meaning to solutions.</p> <p><b><u>Products and Performance:</u></b> Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards for Success</u></b>            Projects contain:</p> <ul style="list-style-type: none"> <li>• Accurate cost analysis of cell phone plans</li> <li>• A chart/diagram that highlights the key features and costs</li> <li>• Visually neat and organized</li> <li>• Clearly states the comparison of costs</li> <li>• Gives each solution meaning to the real world situation</li> </ul>



T,M,A	<ul style="list-style-type: none"> <li>Through understanding mathematical terms and keywords to use algebraic expressions to model real world problems</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
M,A	<ul style="list-style-type: none"> <li>Through simplifying expressions by using the distributive property and combining like terms</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Through understanding of the substitution property to evaluate expressions to model real world solutions</li> </ul>	

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities, such as basic problems dealing with integer operations and numerical expressions</li> <li>Prerequisite knowledge will be reviewed as well as be incorporated into application problems both in class and on review assignments</li> </ul>	
M  M  M  M  M  M  M, A T, M  M  M   M   M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher checks for prior knowledge by implementing a pre-assessment on integer operations and expressions</li> <li>Students will work independently on pre-assessment of integer operations and expressions</li> <li>Teacher will present a numeric expression on the board with multiple operations and ask students to simplify without using a calculator</li> <li>Teacher will initiate class discussion on answers the students found and acknowledge the different answers among the class</li> <li>Teacher will guide students to understand how different answers were found</li> <li>Teacher will introduce order of operations</li> <li>Teacher will model how to simplify an expression with multiple operations using PEMDAS</li> <li>Students will practice using order of operations</li> <li>Students will verbally explain their steps in simplifying an expression using PEMDAS</li> <li>Teacher will introduce parts of an algebraic expression</li> <li>Teacher will state a variable is an “unknown” term in an expression and is represented by a letter, typically x and a constant term is an integer</li> <li>Teacher will introduce the substitution property by comparing a “substitute” teacher as a replacement for when the general teacher is not present</li> <li>Teacher will model replacing a variable with a defined</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Practice worksheets with direct feedback</li> <li>Kahoot, Plickers, or exit slip at the end of a lesson to assess understanding</li> <li>Homework check and review at the start of each class to assess common errors to inform future instruction</li> <li>Monitoring class work through the use of white boards, group work, questioning, warm-ups and walk-arounds.</li> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning activities.</li> <li>Differentiate through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

M, A	number then evaluating the expression using order of operations	
T, M	<ul style="list-style-type: none"> <li>Students will practice evaluating expressions using the substitution property</li> </ul>	
M	<ul style="list-style-type: none"> <li>Students will verbally explain what it means to substitute a variable</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will present an expression with multiple variable terms and multiple constant terms and ask if there is a way to condense the expression</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will introduce combining like terms</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model that like terms can be combined when they have the same variable and the same exponent</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model that the coefficients of variables get combined, while the like term stays the same</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will present an expression of a sum of unlike terms being multiplied by a constant and show that it can be simplified using the distributive property</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will explain that distribute means to multiply, and that every term inside parenthesis gets multiplied by the outside number</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will present an expression that requires distribution property and like terms and will ask which simplifying method should be used first</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>Teacher will model using distribution property first, then combining like terms</li> </ul>	
M	<ul style="list-style-type: none"> <li>Students will simplify expressions by distributive property and combining like terms</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will present four expressions on the board and ask “what is happening to <math>x</math>?” Students will describe the operation that is happening to <math>x</math>.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will write their responses on the board as sentences</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will explain that writing an algebraic expression uses keywords of operations that are happening to the variable</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will present a sentence on the board and</li> </ul>	

<p>T, M,A</p> <p>M</p> <p>T, M, A</p>	<p>translate the mathematical statement to an algebraic expression</p> <ul style="list-style-type: none"> <li>• Teacher and students will generate a list of keywords for each operation, for “turn around” words, and for “parenthesis” words</li> <li>• Students will verbally and physically write and translate algebraic expressions</li> <li>• Teacher will use algebraic expressions to model a real world scenario</li> <li>• Students will model real world applications with algebraic expressions</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: Solving Equations and Inequalities

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.</p> <p>CCSS.Math.Content.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
<p>CCSS.Math.Content.HSA.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Solving an equation or inequality means to solve for the variable</li> <li>• Equations and inequalities are solved using inverse operations</li> <li>• There are multiple ways of solving an equation or inequality</li> <li>• Equations and inequalities can be rewritten to have all variables on one side, and constant terms on the other</li> <li>• All solutions to an equation or inequality can be checked using the substitution property</li> <li>• Real world scenarios can be represented and solved by using equations and inequalities</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is the difference between an equation and an inequality?</li> <li>• How do we use equations to model real world problems?</li> <li>• How do we use inequalities to model real world problems?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• An equation is a mathematical statement that shows equality of expressions</li> <li>• An inequality is a statement in math that shows two expressions are not equal</li> <li>• The process of solving an equation or inequality uses inverse operations to isolate the variable</li> <li>• To simplify an equation or inequality by distributing or combining like terms before isolating the variable</li> <li>• When solving an equation or inequality with variables on both sides, the statement has to be arranged to have variable terms on one side, and constant terms on the opposite side</li> <li>• When multiplying or dividing an inequality by a negative number, the inequality sign flips</li> <li>• When solving an equation or inequality with a fraction, we multiply by the opposite reciprocal</li> <li>• An equation can have one solution, no solution, or infinite solutions</li> <li>• The solution set to an inequality is graphed on a number line because inequalities have infinite solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Solving equations in one, two, and multiple steps using inverse operations</li> <li>• Checking their solution by substituting the answer back into the equation</li> <li>• Writing and translating inequalities</li> <li>• Graphing solutions to inequalities on a number line</li> <li>• Solving inequalities in one, two, and multiple steps using inverse operations</li> <li>• Checking their solution to an inequality by substituting the answer back into the inequality and determining if the inequality holds validity</li> <li>• Modeling real world scenarios using inequalities</li> <li>• Modeling real world scenarios using equations</li> <li>• Explaining when an equation has one solution, no solution, or infinite solutions</li> <li>• Modeling a real world problem with an equation</li> <li>• Modeling a real world problem with an inequality</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring Rubric used to evaluate successful understanding of the criteria of giving each solution meaning to the real world problem. Students will reason and justify their reasoning when picking a vendor and explaining the solution under a set of restrictions.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge</u></b> : Use equations and inequalities to make decisions about running a bakery</p> <p><b><u>Role for Student</u></b>- Bakery owner</p> <p><b><u>Audience</u></b>: Self/classmates</p> <p><b><u>Situation</u></b>: Student owns a bakery and wants to make some changes to their inventory to make sure they are spending their money wisely. Students will use equations to make decisions on which vendors to use, how many items can be bought, etc. Students will use inequalities to find quantities under given restrictions.</p> <p><b><u>Products and Performance</u></b>: Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards for Success</u></b>:            Projects contain:           <ul style="list-style-type: none"> <li>• Accurate cost analysis of vendors</li> <li>• A chart/diagram that highlights the key features and costs</li> <li>• Visually neat and organized</li> <li>• Clearly states the comparison of costs</li> <li>• Gives each solution meaning to the real world situation</li> </ul> </p>

T, M, A	<ul style="list-style-type: none"> <li>Through modeling a real world scenario with an equation</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
T, M,A	<ul style="list-style-type: none"> <li>Through modeling a real world scenario with an inequality</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding the steps of solving a multi-step equation and how to check the answer</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding the steps of solving a multi-step inequality and how to check the answer</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>How to interpret the solution in context of the application</li> </ul>	



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities that include topics such as order of operations and evaluating expressions</li> <li>Prerequisite knowledge will be incorporated in warm-ups and review assignments and will allow to relate material to real world problems</li> </ul>	
T,M,A		
M,A	<ul style="list-style-type: none"> <li>Teacher starts with a warm-up of a one-step equation where there is a blank space in place of where a variable would be. Teacher will ask “what number can we fill in the blank here to make this statement true?” Students will discuss their answers</li> <li>Teacher will take the same equation and put a variable in the blank space and model how to solve a one step equation</li> <li>Teacher will model how to undo all operations to isolate a variable</li> <li>Teacher will use manipulatives such as algebra tiles and balance pans to show the importance of applying the same operation to both sides of the equation</li> <li>Teacher will model how to solve an equation with a fraction by multiplying both sides by the opposite reciprocal</li> <li>Teacher will model how to check a solution to an equation by using the substitution property</li> <li>Teacher will model how to set up an equation from a real world application</li> <li>Teacher will explain how to define a variable</li> <li>Teacher will highlight important mathematical keywords in the application to translate the statement to an equation</li> <li>Teacher will promote higher order thinking by asking “what does the solution mean in terms of the problem?”</li> <li>Students will give the solution meaning to the real world</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>Practice worksheets with direct feedback</li> <li>Kahoot, Plickers, or exit slip at the end of a lesson to assess understanding</li> <li>Homework check and review at the start of each class to assess common errors to inform future instruction</li> <li>Monitoring class work through the use of white boards, group work, questioning, warm-ups and walk-arounds.</li> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning activities.</li> <li>Differentiate through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>
M		
M,A		
T,M		
M,A		
T,M,A		
T, M,A		
M T,M,A		
T,M,A		
T,M,A		

M,A	<ul style="list-style-type: none"> <li>Students will practice solving one-step equations</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will introduce inequality statements and discuss significance of the four inequality symbols</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will ask students “what number can we plug in for x to make this inequality statement true?” Students will share out ideas and notice that there are infinite solutions to an inequality statement</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will explain that an inequality has infinite solutions, but the solution set has parameters</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to graph a solution set on a number line and stress the importance of the visual</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Teacher and students will generate a list of keywords that represent each inequality symbol in order to represent real world scenarios with an inequality</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to represent a real world problem using an inequality statement</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to solve one-step inequalities</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will explain that inverse operations are used to isolate a variable when solving an inequality</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will present an inequality <math>3 &gt; 2</math> and ask if the statement is true. Students will agree that the statement is true. Teacher will ask students to multiply both sides of the inequality by -1, resulting in the statement <math>-3 &gt; -2</math>. Teacher will ask if this statement is true, and the students will say no. Teacher will ask “how can we make the statement true without changing the numbers? Students will say flip the inequality symbol to read <math>-3 &lt; -2</math></li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will stress that any time an inequality is multiplied or divided by a negative number, the inequality sign must flip</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to check a solution to an inequality</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will reason to make sense of the solution set</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will practice solving and graphing one step inequalities</li> </ul>	
	<ul style="list-style-type: none"> <li>Students will practice modeling real world scenarios</li> </ul>	

M,A T,M,A	<ul style="list-style-type: none"> <li>with inequality statements and graphs</li> <li>Students will verbally discuss the solution set to an inequality</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to solve a two step equation algebraically</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to set up an equation from a real world problem</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to solve two-step inequalities algebraically</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to set up and solve an inequality from a real world application</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will guide students to give the solution set meaning to the real world</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to combine like terms to simplify an equation</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to use the distributive property to simplify an expressions</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will present an equation that has variables on both sides. Teacher and students will discuss how to condense the equation to have only one variable term</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model rewriting equations to have all variable terms on one side of the equation, and all constant terms on the other side of the equation</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to set up and solve equations from real world applications that model equations with variables on both sides</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to solve multi-step inequalities and stress using the same steps as solving a multi-step equation</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will model how to set up and solve a multi-step inequality from a real world scenario</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will practice solving multi-step equations and inequalities</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will demonstrate multiple ways of solving equations and inequalities to show students there is more than one way to finding a solution</li> </ul>	

	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: Relations and Functions

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSF.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
<p>CCSS.Math.Content.HSF.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>CCSS.Math.Content.HSF.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p> <p>CCSS.Math.Content.8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Relations represent a set of ordered pairs</li> <li>• Functions are used to relate two quantities</li> <li>• Relations and Functions can be represented as equations, graphs, and tables</li> <li>• Functions can be used to solve real world problems</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are functions used to represent the relationship between two variables?</li> <li>• How are functions used in the real world?</li> <li>• What are the different types of functions?</li> <li>• What are the similarities and differences of a linear v. nonlinear function?</li> </ul>

pairs consisting of an input and the corresponding output.	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• The domain is the set of all of the inputs of a relation</li> <li>• The range is the set of all of the outputs of a relation</li> <li>• A relation is a function when each input has exactly one output</li> <li>• How to represent an equation using function notation</li> <li>• Use specific language and graphs to identify functions</li> </ul>	<ul style="list-style-type: none"> <li>• Representing relations as ordered pairs, in tables, graphs, mapping diagrams, and equations</li> <li>• Determining if a relation is a function</li> <li>• Graphing linear and nonlinear functions using tables</li> <li>• Identifying the independent and dependent variable of a function</li> <li>• Evaluating functions written in function notation</li> <li>• Modeling real world scenarios with functions</li> <li>• Solving for the input when given an output of a function</li> <li>• Finding an output of a function with a given input</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring rubric used to evaluate successful understanding of the skills and concepts required to analyze key characteristics of the function and how it can be represented in multiple ways	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge:</u></b> Use relations and functions to organize data of an experiment</p> <p><b><u>Role:</u></b> Job Applicant</p> <p><b><u>Audience:</u></b> Employer</p> <p><b><u>Situation:</u></b> Student wants to find a summer job and is interested in a specific company. The student must show they are capable of organizing and evaluating data by conducting an experiment (options provided by the employer). Students will fill out an application with eight parts, which include writing ordered pairs in a table, graphing ordered pairs, determining characteristics of the relation, and evaluating the function.</p> <p><b><u>Products and Performance:</u></b> Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards for Success:</u></b>          Projects contain:</p> <ul style="list-style-type: none"> <li>• Accurate cost analysis of vendors</li> <li>• A chart/diagram that highlights the key features and costs</li> <li>• Visually neat and organized</li> <li>• Clearly states the comparison of costs</li> <li>• Gives each solution meaning to the real world situation</li> </ul>

M,A	<ul style="list-style-type: none"> <li>Through understanding of the independent and dependent variable of a relation</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
M,A	<ul style="list-style-type: none"> <li>Through understanding of when a relation is a function</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through the understanding of the different representations of functions</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Through understanding evaluating functions and using function notation</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Through understanding how linear and nonlinear functions represent real-world data</li> </ul>	



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge via warm-ups and questioning activities, such basic problems representing relations in a variety of ways and identifying the independent and dependent variables</li> <li>Prerequisite knowledge will be reviewed and incorporated into writing, graphing, and evaluating functions</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher introduces relations as sets of ordered pairs that have an independent (input) variable and dependent (output) variable</li> <li>Teacher will explain that relations can be expressed in a set of ordered pairs, in a table of values, in a mapping diagram, in an equation, and in a graph</li> <li>Teacher will explain that each relation has a domain and range</li> <li>Students will define domain and range and state the domain and range of a relation from the various ways a relation can be represented</li> <li>Students will organize and analyze data in tables and graphs and use the information to describe relationships</li> <li>Students distinguish between linear and nonlinear functions</li> <li>Teacher will explain that relations can be functions, and that in a function each input is paired with exactly one output</li> <li>Students will identify if a relation is a function or not a function by analyzing given data, and by using the vertical line test</li> <li>Teacher will introduce discrete and continuous functions</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Practice worksheets with direct feedback</li> <li>Kahoot, Plickers, or exit slip at the end of a lesson to assess understanding</li> <li>Homework check and review at the start of each class to assess common errors to inform future instruction</li> <li>Monitoring class work through the use of white boards, group work, questioning, warm-ups and walk-arounds.</li> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning activities.</li> <li>Differentiate through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

- Students will determine if a real world scenarios represents a discrete or continuous function
- Students will identify the domain and range of continuous functions with proper interval notation
- Teacher will use an analogy of a vending machine when introducing function notation
- Teacher will model how to write a function rule in function notation
- Teacher will model how to evaluate a function with a given input that produces a specific output, algebraically and graphically
- Students will evaluate function using function notation and graphs
- Teacher will model real world scenarios with function notation
- Students will evaluate real world problems with function notation

Resources:

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## Unit 4: Linear Functions

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.HSF.LE.A.1. b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>CCSS.Math.Content.HSF.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.Math.Content.8.F.A.3 Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p>CCSS.Math.Content.8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models,</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Linear functions are characterized by a constant average rate of change (or constant additive change).</li> <li>• Linear Functions take 3 different forms: slope intercept, standard form and point-slope</li> <li>• The pattern of constant change between two variables forms a linear relationship.</li> <li>• A linear relationship can be presented in various formats (words, equations, tables, graphs).</li> <li>• Slope is the ratio of the vertical distance and the horizontal distance between two points on a line as well as the rate of change between two variables that have a linear</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is the relevance of the rate of change and the y-intercept of a linear function?</li> <li>• How are linear functions used to model and solve real world problems?</li> <li>• What is the difference between a linear and nonlinear function?</li> </ul>

<p>and in terms of its graph or a table of values.</p>	<p>relationship.</p> <ul style="list-style-type: none"> <li>• Compare and analyze linear relationships in various situations, when presented in different formats, and within the context of a problem.</li> <li>• Decisions and solutions can be made about linear relationships using information given in words, tables, graphs, and equations.</li> </ul>	
<p><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• There are four different types of lines an equation can produce</li> <li>• Linear functions have a constant rate of change</li> <li>• The slope of a line represents the constant rate of change</li> <li>• The graph of a linear function is represented by a line</li> <li>• A positive slope represents an increasing function</li> <li>• A negative slope represents a decreasing function</li> <li>• Zero slope represents a constant function</li> <li>• A function with zero slope creates a horizontal line</li> <li>• An undefined slope creates a vertical line</li> <li>• Equations can be written in slope-intercept form when given a rate</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Calculating slope using the slope formula</li> <li>• Finding the rate of change from a table of values</li> <li>• Identifying the slope from an equation</li> <li>• Finding the slope of a line graphically by finding the vertical change to the horizontal change of two points</li> <li>• Simplifying slope</li> <li>• Identifying the y-intercept from an equation</li> <li>• Graphing an equation from slope-intercept form</li> <li>• Writing equations from graphs</li> <li>• Finding the x and y intercepts of a function written in standard form</li> <li>• Rewriting an equation from standard form to slope-intercept form</li> <li>• Rewriting an equation from slope-intercept form to standard form</li> <li>• Identifying the slope and a point on a line</li> </ul>

	<p>of change and an initial value</p> <ul style="list-style-type: none"> <li>• To graph a line in slope-intercept form, the starting point is the y-intercept, and the slope is used to find additional points</li> <li>• Real world problems are modeled by equations in slope-intercept form when given a rate of change and an initial value</li> <li>• Linear functions can be rewritten to standard form</li> <li>• To solve for the x-intercept, plug in 0 for y and solve for x</li> <li>• To solve for the y-intercept, plug in 0 for x and solve for y</li> <li>• Equations in standard form are graphed using the x and y intercepts</li> <li>• Real world scenarios are modeled with standard form when given two variables and a total</li> <li>• Equations are written in point-slope form when given a rate of change and a data point</li> <li>• Lines of equations in point-slope form can be graphed using the data point and the slope</li> <li>• Real world scenarios are modeled with linear functions in point-slope form when given a rate of change and a data point</li> <li>• Linear equations can be rewritten to any form</li> <li>• Determine if a point lies on a line without graphing by plugging the point into the equation and checking the validity of the statement</li> <li>• Parallel lines have the same slope</li> </ul>	<p>from an equation written in point-slope form</p> <ul style="list-style-type: none"> <li>• Graphing an equation written in point-slope form</li> <li>• Testing if a point lies on a line without graphing the function by plugging the point into the equation and evaluating</li> <li>• Rewriting equations from point-slope form to slope intercept form</li> <li>• Writing an equation of a line that is parallel to a given line and goes through a specific point</li> <li>• Writing an equation of a line that is perpendicular to a given line and goes through a specific point</li> <li>• Using linear equations to model and analyze real world scenarios</li> </ul>
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|--|---|--|
|  | <ul style="list-style-type: none"><li>• Parallel lines will never intersect</li><li>• Perpendicular lines have opposite reciprocal slopes</li><li>• Perpendicular lines intersect at a 90 degree angle</li><li>• Equations can be re-written to determine if a line will be parallel or perpendicular</li></ul> |  |
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	Scoring Rubric used to evaluate successful understanding of the criteria comparing age to average speed of texting, and accurate equations and justified predictions.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge</u></b> : Students with synthesize data from a table comparing age and average speed of texting</p> <p><b><u>Role for Student</u></b>- Texter</p> <p><b><u>Audience</u></b>: Self/Classmates</p> <p><b><u>Situation</u></b>: Students will analyze a table of data that represents the relationship between student age and average texting speed. Students will represent the data graphically and write an equation for each line. Students will interpret the slope of each line, predict texting speed, and explain if their predicted texting speed is reasonable.</p> <p><b><u>Products and Performance</u></b>: Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards for Success</u></b>:            Projects contain:</p> <ul style="list-style-type: none"> <li>• Accurate equations</li> <li>• A graph that presents each written equation</li> <li>• Visually neat and organized</li> <li>• Clearly states the meaning of the slope</li> <li>• Accurate texting speed predictions</li> <li>• Gives each solution meaning to the real world situation</li> </ul>

M,A	<ul style="list-style-type: none"> <li>Through understanding of the slope-intercept, point-slope and standard form of linear equations and how to rewrite each equation from one form to another</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Performance tasks modeling real world problems</li> <li>Summative assessments such as quizzes and unit tests</li> <li>Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>Alternate assessment projects such as posters, error analysis, real world applications</li> <li>Review standardized test questions for the challenge of SAT and ACT exams</li> <li>Quizzes, exit slips, graded warm-ups</li> <li>Unit Test</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Through understanding the meaning of the slope and the x and y intercepts for a linear function, including in the context of a real world problem</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Through understanding of how to use linear functions to model and analyze real world problems</li> </ul>	



### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge through warm-ups and questioning activities, such as basic problems on solving and writing equations and evaluating an equation</li> <li>Prerequisite knowledge will be reviewed as it is incorporated into application problems in class and on review assignments</li> </ul>	
T,M,A  M,A  M,A  M T,M,A  M,A  T,M,A  M  T,M,A  T,M,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will present linear data and students will organize and analyze the data in a table and create a graph</li> <li>Teacher will lead discussion on the properties of a linear function</li> <li>Teacher will challenge students to think about how they can determine if a function is linear given only a table of values</li> <li>Students will identify characteristics of a linear function</li> <li>Teacher will build upon student understanding of the rate of change and draw connections to the slope of a line</li> <li>Teacher will lead students to draw connections between the direction of a graph and the sign of the slope</li> <li>Students will identify and interpret the slope from real world linear situations as the constant rate of change in the dependent variable compared to the change in the independent variable</li> <li>Teacher will introduce positive, negative, zero, and undefined slope by presenting the “Slope Dude” video on YouTube</li> <li>Students will calculate the slope of a line graphically by finding the “rise over run”</li> <li>Students will calculate the slope of a function from</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Practice worksheets with direct feedback</li> <li>Kahoot, Plickers, or exit slip at the end of a lesson to assess understanding</li> <li>Homework check and review at the start of each class to assess common errors to inform future instruction</li> <li>Monitoring class work through the use of white boards, group work, questioning, warm-ups and walk-arounds.</li> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning activities.</li> <li>Differentiate through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>

T,M,A	<p>tables as the “change in y over the change in x”</p> <ul style="list-style-type: none"> <li>Students investigate the role of slope and y-intercepts in the graphs of functions and relate this information to the context of various problems</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will lead students to discover the slope-intercept form of a linear equation, <math>y = mx + b</math>, where <math>y</math> represents the dependent variable, <math>m</math> represents the slope, <math>x</math> represents the independent variable, and <math>b</math> is the y-intercept</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will investigate the slope-intercept form and use this form to model real world situations when given a rate of change and an initial value</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will graph these equations to visualize the relationship between variables</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to graph a linear function given a table of values</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to graph a linear function given an equation by starting at the y-intercept and then using the slope to graph additional points on the line</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will be able to find the slope-intercept form of a line from a graph, a table, or real world scenario</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to rewrite equations from slope-intercept form to standard form</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to rewrite equations from standard form to slope-intercept form</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to graph lines when given the x-intercept and the y-intercept</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will be able to solve for the x-intercept and the y-intercept algebraically</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher will introduce point-slope form of a line and emphasize that the slope is constant between any two points on the line</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will identify the slope and a point on the line from a given equation</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will write equations in point-slope form when given a slope and a specific point</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will rewrite equations from point-slope form to</li> </ul>	

M,A T,M,A	<p>slope-intercept form</p> <ul style="list-style-type: none"> <li>Students will be able to determine which form of a linear equation is the most advantageous when solving a real world problem</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will identify if two lines are parallel based on their given equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will identify if two lines are perpendicular based on their given equations</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will graph equations of parallel lines</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will graph equations of perpendicular lines</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Students will rewrite equations to determine if lines are parallel or perpendicular</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 5: Systems of Linear Equations

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.Math.Content.8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.</p> <p>CCSS.Math.Content.8.EE.C.8.a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Attend to precision in mathematics</li> <li>• Look for and make use of mathematical structure</li> </ul>	
<p>CCSS.Math.Content.8.EE.C.8.b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>CCSS.Math.Content.8.EE.C.8.c Solve real-world and mathematical problems leading to two linear equations in two variables.</p> <p>CCSS.Math.Content.HSA.REI.C.5 Prove that, given a system of two</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A systems of equations is two or more linear equations graphed together</li> <li>• A system of equations can have one solution, infinite solutions, or no solution</li> <li>• Systems of equations can be solved graphically or algebraically</li> <li>• A systems of equations is an algebraic way to compare two equations that model a situation and find the breakeven point or choose the most efficient or economical plan</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What does it mean for a system of equations to have one solution, no solution, or infinite solutions?</li> <li>• How are systems of equations used to model real world scenarios?</li> <li>• When is it advantageous to solve a system of equations using one method over another?</li> </ul>

<p>equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>CCSS.Math.Content.HSA.REI.C.6</p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>• Systems of equations can be solved graphically</li><li>• The solution to a systems of equations is graphically the point of intersection</li><li>• Systems of equations can be solved algebraically using the substitution method and the elimination method</li><li>• A solution to a systems satisfies both equations in the system</li><li>• If there is one solution to a system of equations, it is written as an ordered pair</li><li>• The type of solution a system will have can be identified without solving by rewriting the equations to be in slope-intercept form</li><li>• A solution to a systems of equations can be checked algebraically</li><li>• A systems of equations can model a real world scenario</li><li>• A solution to a systems of equations can have meaning in a real world application problem</li></ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"><li>• Writing systems of equations</li><li>• Graphing systems of equations</li><li>• Solving systems of equations using the substitution method and the elimination method</li><li>• Checking a solution to a systems of equations</li><li>• Rewriting systems of equations to slope intercept form to identify the type of solution the system will have</li><li>• Representing real world scenarios with systems of equations</li><li>• Relating the solution to a systems of equations to real world problems</li></ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M,A	A Scoring Rubric will be used to evaluate successful understanding of the criteria for creating and solving systems of equations as well as analyzing the solution.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b><u>Goal/Challenge</u></b> : Students with solve systems of equations by graphing to identify which auto repair shop offers the better deal</p> <p><b><u>Role for Student</u></b>- Customer</p> <p><b><u>Audience</u></b>: Self/Classmates</p> <p><b><u>Situation</u></b>: Students are deciding between two auto repair shops to have work done on their car. They will create a system of equations to model the total cost at each company for the number of hours it will take to work on the car. Students will solve the system graphically and evaluate each equation accordingly. Students will determine which shop will be the cheapest.</p> <p><b><u>Products and Performance</u></b>: Students will create a presentation (Google Slides, Poster, Video) to justify their decision.</p> <p><b><u>Standards for Success</u></b>:            Projects contain:           <ul style="list-style-type: none"> <li>• Accurate equations</li> <li>• A graph that solves the system</li> <li>• Visually neat and organized</li> <li>• Clearly states the intersection point and what it represents in terms of the problem</li> <li>• Accurate evaluations of each equation</li> <li>• Determines which shop offers the better deal</li> </ul> </p>

M,A	<ul style="list-style-type: none"> <li>• Through understanding how to solve systems of equations graphically</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Performance tasks modeling real world problems</li> <li>• Summative assessments such as quizzes and unit tests</li> <li>• Tasks that promote different levels of DOK to encourage higher order thinking</li> <li>• Alternate assessment projects such as posters, error analysis, real world applications</li> <li>• Review standardized test questions for the challenge of SAT and ACT exams</li> <li>• Quizzes, exit slips, graded warm-ups</li> <li>• Unit Test</li> </ul>
M,A	<ul style="list-style-type: none"> <li>• Through understanding how to solve systems of equations algebraically using the substitution and elimination method</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>• Through understanding of the meaning of the solution to a system of equations</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>• Through understanding of how to write and solve systems of equations to model real world problems, and how to give meaning to the solution</li> </ul>	

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M  T,M,A	<ul style="list-style-type: none"> <li>Teacher checks for prerequisite skills and prior knowledge via warm-up and questioning activities, such as basic problems on writing, solving, and graphing linear equations</li> <li>Prerequisite knowledge will be reviewed as it is incorporated into application problems both in class and on review assignments</li> </ul>	
M,A  M  T,M,A  T,M,A  T,M,A  M,A  M,A  M,A  M,A  M,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher scaffolds instruction by introducing systems of equations by graphing and the types of solutions that arise</li> <li>Teacher will emphasize the solution to a system of equations is an ordered pair</li> <li>Teacher will explain that a solution to a system of equations can be checked by using the substitution method, and that the solution must satisfy both equations in the system</li> <li>Teacher will model a real world problem using systems of equations and graphically find the solution</li> <li>Teacher will scaffold instruction and give the solution real life meaning</li> <li>Students will graph systems of equations and identify the point of intersection</li> <li>Teacher will use technology to generate more accurate solutions to real world applications</li> <li>Students will determine what type of solution a system will have without solving the system by observing each equation in slope-intercept form</li> <li>Teacher will introduce the substitution method with a real world analogy and demonstrate the process</li> <li>Teacher will introduce the elimination method by using number sense that uses addition and multiplication properties of equality</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Practice worksheets with direct feedback</li> <li>Kahoot, Plickers, or exit slip at the end of a lesson to assess understanding</li> <li>Homework check and review at the start of each class to assess common errors to inform future instruction</li> <li>Monitoring class work through the use of white boards, group work, questioning, warm-ups and walk-arounds.</li> <li>Check prerequisite knowledge throughout the unit using warm-up problems and questioning activities.</li> <li>Differentiate through purposeful or flexible grouping, use of diagrams and explanations to demonstrate understanding and active lessons involving discovery, scaffolding, jigsaw activities and use of hands-on manipulatives</li> <li>Strategic Questioning: Ask students higher-order questions such as “how” and “why,” so the teacher can discern the level and extent of the students’ understanding.</li> </ul>



M,A	<ul style="list-style-type: none"> <li>Students will solve systems of equations algebraically using the substitution and elimination method</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Teacher will acknowledge and affirm that there are multiple ways of solving real world applications</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Teacher will model for students how to identify information and highlight keywords in a problem and translate into a linear equation</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will recognize when one method of solving a system of linear equations is more advantageous than another</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will explain what the point of intersection means in context of a real world problem</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	



# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



French II CP

April 2025

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## **Authors of Course Guide**

Stephanie Acheson and Agnès Quaintance

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## French II-CP

### Grades 9-12

#### Course Description

This novice high French course is designed for students who have already acquired basic proficiency in the language and wish to expand their skills. In this class, students will further develop their understanding of French grammar, vocabulary, and pronunciation while improving their speaking, reading, listening, and writing abilities with an emphasis on meaningful communication. The course focuses on building a deeper understanding of the language through real-world contexts, cultural exploration, and interactive exercises. Students selecting this course are looking for a more scaffolded approach to language learning with less emphasis on precision of language and more emphasis on communication. There will be ample teacher support and time for practice during class time with minimal expectations for work outside of class. College Prep assessments will be differentiated from the Honors assessments through the use of word banks, questions to guide student writing and rubric will reflect the emphasis on communication over grammatical and spelling accuracy.

#### Connections to the Vision of a Graduate

1. **Grammar:** Review of essential and high frequency grammar points, with a focus on word order, the present tense and an introduction to the past tense.
2. **Vocabulary:** Expansion of vocabulary to include topics such as daily life, travel, vacations, cities and relationships.
3. **Speaking and Listening:** Enhanced conversation skills through role-playing and listening exercises that simulate real-life situations.
4. **Reading and Writing:** Improved reading comprehension with short stories, infographics and short informational texts. Writing practice includes email, and descriptive narratives.
5. **Cultural Awareness:** Insights into French-speaking cultures and traditions with an emphasis on how language is used in various cultural contexts.

Students will practice critical thinking by comparing sentence structures, idioms and cultural expressions and by analyzing authentic

texts, media and conversations. Students will be problem-solving by engaging in real-life scenarios and navigating cultural differences and linguistic nuances. Students will understand that learning a language involves trial, error and persistence. Studying languages deepens students' understanding of global cultures, traditions and perspectives and builds social awareness by comparing their own culture to others. Students will practice self-management because mastering a second language requires discipline, practice and goal-setting. This course prepares students for the transition to intermediate-level French studies, helping them build the language proficiency necessary for academic, professional, or personal goals. Social awareness will play an important role in this course as we discover what challenges French-speaking people face and the many strengths of their different communities. Some themes explored are: finding your way around a new city, traveling by train or plane, choosing a hotel and the variety of landscapes and cuisines. All units expose students to Francophone countries and territories around the world, such as France, French Polynesia, Morocco and Canada.

## Pacing Guide

Approximate Time Frame	Unit
4-6 weeks	Unit 1: In the City (Beauty and Aesthetics)
4-6 weeks	Unit 2: Modes of Transportation (Sciences and Technology)
4-6 weeks	Unit 3: Cuisine of the Francophone World (Families and Communities)
4-6 weeks	Unit 4: At the Hotel (Contemporary Life)
4-5 weeks	Unit 5: My Body and my Health (Global Challenges)
4-6 weeks	Unit 6: I took a trip! (Personal and Public Identities)



## Unit 1: In the City

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b><u>1.1 Interpersonal Communication:</u></b> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p> <p><b><u>1.2 Interpretive Communication:</u></b> Learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.</p> <p><b><u>2.1 Relating Cultural Practices to Perspectives:</u></b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts.</li> <li>• Communicate ideas effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• City life offers entertainment and cultural experiences for all ages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can one navigate in a new city?</li> <li>• What are some differences and similarities between towns in French speaking countries and your own town?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• use of modal verbs and sentence structure with modal verbs (singular</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• describing locations of places, buildings and places of interest</li> </ul>

	<p>forms)</p> <ul style="list-style-type: none"> <li>• the verb VENIR, to come</li> <li>• the verb ALLER, to go. Near future (all forms)</li> <li>• vocabulary related to places in a city</li> <li>• prepositions related to giving directions</li> <li>• vocabulary related to activities done in a city, specifically ER verbs</li> <li>• basic cultural information about specialized stores.</li> <li>• futur proche with “je”</li> </ul>	<ul style="list-style-type: none"> <li>• talking about places to go</li> <li>• giving and receiving directions on how to get to places and what to do there.</li> <li>• sharing information</li> <li>• understanding short stories taking place in a city</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - navigating around a town</p> <p>Role for student - person new to the town &amp; resident of the town</p> <p>Audience for student work - teacher</p> <p>Situation - asking and receiving directions to get to a new location</p> <p>Products and performances generated by student - conversation</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- Rubric specific to this performance task</li> <li>- ACTFL Novice High rubric</li> </ul>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quizzes</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>

Stage 3 – Learning Plan		
Code	<b>Pre-Assessment</b>	
	Students complete a can-do pre-assessment of reading, listening and speaking skills assessed at the end of the unit, for example I can read a story about how to get places in a city, I can describe what I can do, etc.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
TMA	<ul style="list-style-type: none"> <li>Teacher scaffolds interviews related to the unit's personal questions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher observes student paired practice</li> </ul>
TMA	<ul style="list-style-type: none"> <li>Students practice asking and answering unit's personal questions together               <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
MA	<ul style="list-style-type: none"> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> </ul>	
MA	<ul style="list-style-type: none"> <li>Teacher engages in storytelling by circling, yes or no questions, visuals, TPRS and repetition.</li> </ul>	
TMA	<ul style="list-style-type: none"> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about an American looking for a pharmacy, and a story about the metro stations.               <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target.</li> </ul>
MA	<ul style="list-style-type: none"> <li>Students and Teacher engage in a discussion about pictures of places in a city</li> </ul>	
MA	<ul style="list-style-type: none"> <li>listening and drawing activities where students describe where a person is going based on the description               <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	
TMA	<ul style="list-style-type: none"> <li>Students watch a video about places in a city</li> </ul>	
	<u>Resources</u> - Les directions en ville: <a href="#">feuille d'activité</a> - Reading: <a href="#">Où est la pharmacie?</a> Voce	

	<ul style="list-style-type: none"> <li>- Listening: <a href="#">Les directions en ville</a> Edpuzzle</li> <li>- Writing: <a href="#">le futur proche: en ville</a></li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: Modes of Transportation

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.1 Making connections:</b> learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• develop skills for understanding how to travel by train and plane</li> <li>• problem solve how to use public transport</li> <li>• Communicate about travel plans effectively to a variety of audiences while demonstrating cultural sensitivity and understanding.</li> </ul>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>- Every source has a message that can be understood at literal and figurative levels.</li> <li>- Proper planning and knowledge of one's destination will make for a positive experience while traveling.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- Why do people travel?</li> <li>- How does travel influence our world view?</li> <li>- What do travelers need to consider when planning a trip?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary related to trains, metro</li> <li>• Vocabulary related to airplanes and</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• reading a train schedule</li> <li>• booking train and plane tickets</li> </ul>

	airports <ul style="list-style-type: none"> <li>• -er/-ir/-re verbs (with word bank)</li> <li>• review of the verbs Aller &amp; Venir</li> <li>• Prepositions and adverbs of time and frequency and rapidity</li> </ul>	<ul style="list-style-type: none"> <li>• asking for information at the “guichet”</li> <li>• giving advice about trains or plane journeys.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - reading and understanding a trip itinerary</p> <p>Role for student - student is preparing for a trip based on an itinerary</p> <p>Audience for student work - a friend in another French city</p> <p>Situation - student is planning to visit their friend over the weekend and has to plan the train journey</p> <p>Products and performances generated by student - an email to their friend giving the details of their journey based on departure/arrival times and prices given by the teacher.</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- Rubric specific to this performance task</li> <li>- ACTFL Novice High rubric</li> </ul>



		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quizzes</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- formal and informal interpersonal speaking assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
T, M, A	Students brainstorm different ways to get around.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and Students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher provides lesson in writing an email for students to practice letting friends know about their travel plans</li> <li>Students make recommendations of the best way to move around their city.</li> <li>Students read an article and watch a video about train travel in France</li> <li>Teacher present a mini lesson to review regular, present tense verb conjugations</li> <li>Students read a brochure about what to do in the city they will visit</li> <li>Students draw or bring images related to taking a train and discuss them in the target language</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
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	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>- tv5 monde: <a href="#">Les moyens de transport</a></li> <li>- tv5 monde: <a href="#">les differents types de transport</a></li> <li>- Choisir <a href="#">une destination</a></li> <li>- Listening: <a href="#">les transports en commun</a> Edpuzzle</li> <li>- Listening: <a href="#">le voyage en train</a> . Peppa Pig. Edpuzzle</li> <li>- Gimkit</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: La cuisine du monde francophone

Stage 1 Desired Results		
<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>3.1: Making Connections:</b> Learners build, reinforce, and</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts.</li> <li>• Communicate ideas effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>• Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.</li> <li>• Food is a unifying theme in French/ Francophone culture.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are eating habits different in various countries?</li> <li>• What role does food play in cultures?</li> </ul>

	<b>Acquisition</b>	
<p>expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• use of modal verbs (vouloir, pouvoir &amp; devoir) (expose: all forms/test: singular forms)</li> <li>• the verbs manger, aimer, détester</li> <li>• the verbs commander, boire, faire</li> <li>• vocabulary for various foods and utensils</li> <li>• definite, indefinite and partitive articles: le, la, les, un, une, du, de la, des</li> <li>• adjectives related to taste</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Expressing their preferences related to food</li> <li>• Explaining the way to eat in different francophone countries</li> <li>• Reading and listening about unique meal experiences</li> <li>• Understanding rules while eating</li> <li>• Differentiating the meaning of food in francophone countries vs. their own.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - ordering a meal in a restaurant specializing in francophone dishes from around the world.</p> <p>Role for student - person needing to eat</p> <p>Audience for student work - waiter in the restaurant</p> <p>Situation - asking and ordering 3 courses meal in a cafe. student tries each dish and uses an appropriate adjective to describe it.</p> <p>Products and performances generated by student - conversation</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- Rubric specific to this performance task</li> <li>- ACTFL Novice High rubric</li> </ul>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quizzes</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>

### Stage 3

Stage 3 – Learning Plan		
Code T, M, A	<b>Pre-Assessment</b>	
	Students will identify food cognates in the target language and in the US.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students will practice asking and answering personal food preferences.</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Students will read an infographic about food in Francophone countries.</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about different food in the francophone country.</li> <li>Students and teacher engage in cultural differences between the target country and their community (video conference with a class of english speaker in France)</li> <li>drawing activities where students create a menu for the restaurant with dishes around the world</li> <li>Students engage in role-playing activities between a waiter and a customer</li> <li>Students will write an email describing the food and customs they are experiencing while traveling</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>The teacher observes student paired practice</li> <li>The teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>The teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
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A	<ul style="list-style-type: none"> <li>Students will engage in a matching activity that matches the food in a cafe with the meals it refers to</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- Reading: <a href="#">le marché en ville</a></li> <li>- Reading: Bienvenue à (voce story)</li> <li>- Reading: la <a href="#">gastronomie francophone</a>. MCQ</li> <li>- Food activity: <a href="#">les 3 repas</a></li> <li>- Speaking: <a href="#">survey</a></li> <li>- Listening: edpuzzle: <a href="#">le thé à la menthe marocain</a></li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: At the hotel

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.</li> <li>Problem-solve when difficulties arise.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The goal is effective communication not word-for-word translation.</li> <li>Spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal.</li> <li>The choice of accommodation is a reflection of the individual's needs, values, and environment.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do people react when problems arise?</li> <li>How can architecture be used to bring awareness to social justice?</li> </ul>

	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• - adjectives used to describe places and objects</li> <li>• - the adverbs (très, trop)</li> <li>• - hotel vocabulary including amenities and services</li> <li>• - review of negation (ne...pas)</li> <li>• - basic information about an ice hotel and a garbage hotel</li> <li>• - the verb 'marcher'</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• - explaining why they prefer one hotel over another.</li> <li>• - managing problems that might arise at a hotel.</li> <li>• - comparing different options of places to spend the night while traveling.</li> <li>• - reading and listening about very unique hotel experiences.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - communicating about a problem and requesting a desired outcome</p> <p>Role for student - student must manage the situation with the “concierge”(teacher) by pointing out the issues and requesting appropriate solutions.</p> <p>Audience for student work: concierge of hotel</p> <p>Situation - student arrives at their “hotel” and it is not how it was advertised</p> <p>Products and performances generated by student: student can write an “email” to or “call” the management outlining the problems and requesting solutions</p> <p>Standards/criteria for judging success -</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quiz</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
T, M, A	Students will list what they would expect to find at a hotel.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
TMA	<ul style="list-style-type: none"> <li>Teacher will engage in full-class conversations related to the unit's personal questions.</li> <li>Students will practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about different hotels, including very unique hotel experiences.</li> <li>Students and teacher engage in a discussion about very unique hotels.</li> <li>listening and drawing activities where students describe hotel rooms to their partners.</li> <li>Students engage in role-playing activities between hotel staff and guests.</li> <li>Students will identify problems with hotel rooms and come up with solutions.</li> <li>Students will engage in a speaking activity using a bracket to determine their favorite hotel out of eight (and why)</li> <li>Students will write problems with their hotel rooms using ne..pas and trop.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
TMA		<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
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MA		<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
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<p>TMA</p> <p>A</p>	<ul style="list-style-type: none"> <li>• Students will engage in a matching activity that matches the problem with the hotel room and the suggested solution by the hotel staff.</li> <li>• using a visual of a hotel, Students will imagine the different conversations taking place in the hotel.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Hotel poubelle reading</li> <li>- Story about trying to find a decent hotel: 📖 Histoire: Derek et sa grand-mère (hotel)</li> <li>- Video about a horrible hotel room 📺 J'ai Dormi dans l'Hôtel le Moins Bien Noté de Fra...</li> <li>- Educational storytelling video about staying in a horrible hotel 📺 French the natural way - Story #13: A l'hôtel</li> <li>- Article of unique hotels (for discussion and bracket) <a href="https://visasnews.com/les-10-hotels-les-plus-originaux-au-monde">https://visasnews.com/les-10-hotels-les-plus-originaux-au-monde</a></li> </ul>	
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## Unit 5: My Body and My Health

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• advocate for their needs</li> <li>• take care of their health and body while traveling</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>• Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.</li> <li>• The perception of what is healthy varies from place to place.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does one stay healthy while traveling?</li> <li>• Why is it important to prevent and treat an illness?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• vocabulary for a variety of body parts</li> <li>• vocabulary related to health and sickness</li> <li>• vocabulary related to common dietary restrictions</li> <li>• the verbs avoir and être and how they may be used differently in English and French</li> <li>• the expression “avoir mal à”</li> <li>• review of the verb ‘devoir’</li> <li>• memorized chunk: je me suis cassé.e</li> </ul>	<ul style="list-style-type: none"> <li>• stating how they are feeling and their symptoms</li> <li>• advising others on how to feel better</li> <li>• interpreting stories about health and food restrictions</li> </ul>









Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Communicating with job or school about an illness</p> <p>Role for student - Sick student</p> <p>Audience for student work: Principal of school</p> <p>Situation - Student writes email to the Principal because they are very sick and will need to miss several days of school.</p> <p>Products and performances generated by student - email</p> <p>Standards/criteria for judging success:</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• formative assessment on body parts and health vocabulary</li> <li>• formal and informal interpretive reading assessments</li> <li>• formal and informal interpretive listening assessments</li> <li>• formal and informal presentational speaking and writing assessments</li> </ul>
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Stage 3 – Learning Plan		
Code MA	Students will complete a pre-test with can-do statements such as, “I can name several body parts.”, “I can say how I am feeling in a variety of ways.” etc...	
TMA TMA MA MA A TMA TMA TMA TMA A A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will engage in full-class conversations related to the unit's personal questions.</li> <li>Students will practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Students will complete a venn diagram, comparing their story to that of past classes</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about going to the doctor and health issues while traveling.</li> <li>Students and Teacher engage in a discussion on how to prevent colds and flus.</li> <li>poster project where students make a poster for a health fair including problems and solutions for health-related issues</li> <li>Students will attend the “health fair” and look at posters, writing down notes</li> <li>Students will draw and describe monsters to their partners to practice body parts</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>

<p>TMA</p> <p>TMA</p> <p>TA</p>	<ul style="list-style-type: none"> <li>• Students will play “Guess Who?” to practice health-related vocabulary</li> <li>• Students engage in role-playing activities between doctors and patients.</li> <li>• Students engage in role-playing activities between a waiter and customer.</li> <li>• Teacher will provide instruction on how to write a formal email</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Story about not wanting to go to the doctor   Voces: les parties du corps</li> <li>- Guess who game about symptoms   Devine qui: Santé</li> <li>- Matching game with monsters   les monstres</li> <li>- Video about not wanting to go to the doctor   Caillou FRANÇAIS - Caillou chez le médecin (S0...</li> <li>- Video about going to the doctor   French the natural way - Story #36: Je me sens ...</li> <li>- Story about traveling as a vegan   Un couple végétalien</li> </ul>	
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## Unit 6: I took a trip!

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>thoughtfully plan travel experiences</li> <li>build relationships through common experiences</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Presenters select and use relevant anecdotes, details, media, and/or evidence to support the message.</li> <li>Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>Travel expands one's horizons as well as cultural understanding and respect.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does travel encourage personal growth?</li> <li>How can vacations lead to positive and negative outcomes?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>vocabulary related to a beach vacation</li> <li>vocabulary related to a country/camping vacation</li> <li>how to conjugate in the passé</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>narrating in the past</li> <li>summarizing stories and videos about beach and camping vacations in the past tense</li> </ul>

<p>and its cultures.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>composé using avoir and être (w/the verb ALLER)</p> <ul style="list-style-type: none"> <li>• adjectives of emotion</li> </ul>	<ul style="list-style-type: none"> <li>• justifying conclusions with evidence</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Presentational Performance and Proficiency Rubric</p> <p>ACTFL - Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Writing a presentation in the past tense using the passé composé with avoir (exception: the verb ‘aller’ conjugated with être) about a beach trip and a camping trip to be presented orally.</p> <p>Role for student - exchange student in France</p> <p>Audience for student work - “the other students” (teacher)</p> <p>Situation - It’s the first day of school at your exchange school in France and your teacher is asking everyone to share about their summer. Given “photos” of the trips, you tell the class about your beach and camping trips.</p> <p>Products and performances generated by student - students present to the class or record in the language lab</p> <p>Standards/criteria for judging success -</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• formative assessment on the formation of the 'passé composé'</li> <li>• formal and informal interpretive reading assessments</li> <li>• formal and informal interpretive listening assessments</li> <li>• formal and informal presentational speaking and writing assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
T, M, A	With a partner, generate a list of things you might see at the beach or in the countryside.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will engage in full-class conversations related to the unit's personal questions.</li> <li>Students will practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about trips to the beach and camping in the countryside, especially movie talks.</li> <li>Students watch various short tv episodes about trips to the beach and camping.</li> <li>Students fill out graphic organizers about various short tv episodes to practice effective narration</li> <li>Students practice inferring by decided if certain statements about the episodes are possible or probable and why</li> <li>Students retell episodes of tv shows using the past tense</li> <li>Students compare “their camping trip” with their</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
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MA	<p>partners'</p> <ul style="list-style-type: none"> <li>Students analyze infographics about camping in France and Canada.</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Episode of a trip to the beach   TROTRO - EP68 - Trotro et le château de sable</li> <li>- Episode about leaving on vacation   TROTRO - EP60 - Trotro part en vacances</li> <li>- Episode about a camping trip   Peppa Pig Français   Vive le camping! 🏕️ Dessin ...</li> <li>- Infographic about where French people are going on vacation   Infographie: projets de voyage (FR)</li> <li>- Infographic about the specifics of French vacations   Étude : Les vacances des Français pour 2021 (In...</li> <li>- Infographic about camping in Québec  <a href="https://journalmetro.com/inspiration/evasion/787856/infographie-le-camping-en-chiffres/">https://journalmetro.com/inspiration/evasion/787856/infographie-le-camping-en-chiffres/</a></li> <li>- Article about beautiful French-speaking destinations (including many at the beach and countryside)  <a href="https://www.ohlalafrenchcourse.com/fr/blog/article/les-25-plus-belles-destinations-ou-l-on-parle-francais">https://www.ohlalafrenchcourse.com/fr/blog/article/les-25-plus-belles-destinations-ou-l-on-parle-francais</a></li> </ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



French II Honors

April 2025

## **New Milford Board of Education**

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## **Authors of Course Guide**

Stephanie Acheson and Agnès Quaintance

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## French II-H

### Grades 9-12

#### Course Description

This novice high French course is designed for students who have already acquired basic proficiency in the language and wish to expand their skills. In this class, students will further develop their understanding of French grammar, vocabulary, and pronunciation while improving their speaking, reading, listening, and writing abilities with an emphasis on meaningful communication. The course focuses on building a deeper understanding of the language through real-world contexts, cultural exploration, and interactive exercises. French 2 honors is a fast pacing course where students work more independently. Teacher plays the role of coach whereas students will be more in control of their own learning. Expectations will be on student accuracy and effective communication in writing and speaking. Students will be expected to practice grammar and vocabulary outside of class time. Some elaboration will be required.

#### Connections to the Vision of a Graduate

1. **Grammar:** Review of essential and high frequency grammar points, with a focus on word order, the present tense and an introduction to the past tense.
2. **Vocabulary:** Expansion of vocabulary to include topics such as daily life, travel, vacations, cities and relationships.
3. **Speaking and Listening:** Enhanced conversation skills through role-playing and listening exercises that simulate real-life situations.
4. **Reading and Writing:** Improved reading comprehension with short stories, infographics and short informational texts. Writing practice includes email, and descriptive narratives.
5. **Cultural Awareness:** Insights into French-speaking cultures and traditions with an emphasis on how language is used in various cultural contexts.

Students will practice critical thinking by comparing sentence structures, idioms and cultural expressions and by analyzing authentic texts, media and conversations. Students will be problem-solving by engaging in real-life scenarios and navigating cultural differences and linguistic nuances. Students will understand that learning a language involves trial, error and persistence. Studying languages

deepens students' understanding of global cultures, traditions and perspectives and builds social awareness by comparing their own culture to others. Students will practice self-management because mastering a second language requires discipline, practice and goal-setting. This course prepares students for the transition to intermediate-level French studies, helping them build the language proficiency necessary for academic, professional, or personal goals. Social awareness will play an important role in this course as we discover what challenges French-speaking people face and the many strengths of their different communities. Some themes explored are: finding your way around a new city, traveling by train or plane, choosing a hotel and the variety of landscapes and cuisines. All units expose students to Francophone countries and territories around the world, such as France, French Polynesia, Morocco and Canada.

## Pacing Guide

Approximate Time Frame	Unit
4-6 weeks	Unit 1: In the City (Beauty and Aesthetics)
4-6 weeks	Unit 2: Modes of Transportation (Sciences and Technology)
4-6 weeks	Unit 3: Cuisine of the Francophone World (Families and Communities)
4-6 weeks	Unit 4: At the Hotel (Contemporary Life)
4-5 weeks	Unit 5: My Body and my Health (Global Challenges)
4-6 weeks	Unit 6: I took a trip! (Personal and Public Identities)



## Unit 1: In the City

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b><u>1.1 Interpersonal Communication:</u></b> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p> <p><b><u>1.2 Interpretive Communication:</u></b> Learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.</p> <p><b><u>1.3 Presentational Communication :</u></b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b><u>2.1 Relating Cultural Practices to Perspectives:</u></b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts.</li> <li>• Communicate ideas effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• City life offers entertainment and cultural experiences for all ages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can one navigate in a new city?</li> <li>• What are some differences and similarities between towns in French speaking countries and your own town?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• use of modal verbs and sentence structure with modal verbs</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• describing locations of places, buildings and places of interest</li> </ul>

cultures studied.	<ul style="list-style-type: none"> <li>• the verb VENIR, to come. Recent past</li> <li>• the verb ALLER, to go. Near future (all forms).</li> <li>• vocabulary related to places in a city</li> <li>• prepositions related to giving directions</li> <li>• vocabulary related to activities done in a city, specifically ER verbs..</li> <li>• basic cultural information about specialized stores.</li> </ul>	<ul style="list-style-type: none"> <li>• talking about places to go</li> <li>• giving and receiving directions on how to get to places and what to do there.</li> <li>• sharing information</li> <li>• understanding short stories taking place in a city</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Speaking Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p> <p>Integrated Performance Assessment Evaluation <a href="#">Rubric</a></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - navigating around a town</p> <p>Role for student - person new to the town &amp; resident of the town</p> <p>Audience for student work - teacher</p> <p>Situation - asking and receiving directions to get to a new location</p> <p>Products and performances generated by students - conversation. Following the conversation, students will write about the city and make recommendations about what their friends can do there.</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- Rubric specific to this performance task</li> <li>- ACTFL Novice High rubric</li> </ul>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quizzes</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Students complete a can-do pre-assessment of reading, listening and speaking skills assessed at the end of the unit, for example I can read a story about how to get places in a city, I can describe what I can do, etc.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>Teacher scaffolds interviews related to the unit's personal questions.</li> <li>Students practice asking and answering unit's personal questions together</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals, TPRS and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about an American looking for a pharmacy, and a story about the metro stations.</li> <li>Students and Teacher engage in a discussion about pictures of places in a city.</li> <li>Students engage in listening and drawing activities where students describe where a person is going based on the description</li> <li>Students watch a video about places in a city</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>Teacher observes student paired practice</li> <li>Teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>Teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>Teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

A	<ul style="list-style-type: none"> <li>• Students work in pairs asking each other questions and work on elaborating their response.</li> </ul>	
MA	<ul style="list-style-type: none"> <li>• Students engage in editing writing activities with partner</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students actively apply grammar rules</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- Les directions en ville: <a href="#">feuille d'activité</a></li> <li>- map of Paris, France</li> <li>- Reading: <a href="#">Où est la pharmacie?</a> Voce</li> <li>- Listening: <a href="#">Les directions en ville</a> Edpuzzle</li> <li>- Writing: <a href="#">le futur proche: en ville</a></li> </ul> <p><u>Resources</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 2: Modes of Transportation

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.1 Making connections:</b> learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• develop skills for understanding how to travel by train and plane</li> <li>• problem solve how to use public transport</li> </ul>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Proper planning and knowledge of one's destination will make for a positive experience while traveling.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• Every source has a message that can be understood at literal and figurative levels</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What do travelers need to consider when planning a trip?</li> <li>• Why do people travel?</li> <li>• How does travel influence our world view?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary related to trains, metro</li> <li>• Vocabulary related to airplanes and airports</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• reading a train schedule</li> <li>• booking train and plane tickets</li> <li>• asking for information at the “guichet”</li> </ul>

	<ul style="list-style-type: none"> <li>• -er/-ir/-re verbs (all forms)</li> <li>• review of the verbs Aller &amp; Venir</li> <li>• Prepositions and adverbs of time and frequency and rapidity</li> </ul>	<ul style="list-style-type: none"> <li>• dealing with delayed and canceled trains</li> <li>• giving advice about trains or plane journeys.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Writing and Speaking Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p> <p>Integrated Performance Assessment Evaluation <a href="#">Rubric</a></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - reading and understanding a trip itinerary</p> <p>Role for student - student is preparing for a trip based on an itinerary</p> <p>Audience for student work - a friend in another French city</p> <p>Situation - student is planning to visit their friend over the weekend and has to plan the train journey. Student is faced with a last minute change in schedule</p> <p>Products and performances generated by student - a dialogue at the “guichet” asking for train schedule and an email to their friend giving the details of their journey</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- Rubric specific to this performance task</li> <li>- ACTFL Novice High rubric</li> </ul>



		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quizzes</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- formal and informal interpersonal speaking assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	Students brainstorm different ways to get around.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and Students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher provides lesson in writing an email for students to practice letting friends know about their travel plans</li> <li>Students make recommendations of the best way to move around their city.</li> <li>Students read an article and watch a video about train travel in France</li> <li>Teacher present a mini lesson to review regular, present tense verb conjugations</li> <li>Students engage in picture talks about what people do when there is last minute change in their itinerary</li> <li>Students act out scenes at the ticket counter</li> <li>Students read a brochure about what to do in the city they will visit</li> <li>Students draw or bring images related to taking a train</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>The teacher observes student paired practice</li> <li>The teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>The teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>Teacher provide individualized feedback on classwork and homework assignments</li> </ul>

A	<p>and discuss them in the target language</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>- tv5 monde: <a href="#">Les moyens de transport</a></li> <li>- tv5 monde: <a href="#">les différents types de transport</a></li> <li>- Choisir <a href="#">une destination</a></li> <li>- Listening: <a href="#">les transports en commun</a> Edpuzzle</li> <li>- Listening: <a href="#">le voyage en train</a>. Peppa Pig. Edpuzzle</li> <li>- Gimkit</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: La cuisine du monde francophone

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze, what is heard, read or viewed on a variety of topics.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1: Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts.</li> <li>• Communicate ideas effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Food is a unifying theme in French/ Francophone culture.</li> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>• Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal</li> <li>• People have different tastes and dining habits around the world.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep on considering...</i></p> <ul style="list-style-type: none"> <li>• How are eating habits different in various countries?</li> <li>• What role does food play in cultures?</li> </ul>

4.2 Cultural Comparisons:	Acquisition	
<p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.1 School and Global Communities:</b> learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• use of modal verbs (vouloir, pouvoir and devoir)</li> <li>• the verbs manger, aimer, détester, suggérer, déguster</li> <li>• the verbs essayer, commander, boire, faire</li> <li>• vocabulary for various foods and utensils</li> <li>• definite, indefinite and partitive articles: le, la, les, un, une, du, de la, des</li> <li>• adjectives related to taste</li> <li>• Pronoms COD and COI</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Expressing their preferences related to food</li> <li>• Explaining the way to eat in different francophone countries</li> <li>• Reading and listening about unique meal experiences</li> <li>• Understanding rules while eating</li> <li>• Differentiating the meaning of food in francophone countries vs. their own.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Speaking Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p> <p>Integrated Performance Assessment Evaluation <a href="#">Rubric</a></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>Goal/challenge - ordering a meal in a restaurant specializing in francophone dishes from around the world.</p> <p>Role for student - person needing to eat</p> <p>Audience for student work - waiter in the restaurant</p> <p>Situation - asking and ordering a 3 course meal in a cafe. Asking questions using the adjective to describe food.</p> <p>Products and performances generated by student - conversation</p> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>- Rubric specific to this performance task</li> <li>- ACTFL Novice High rubric</li> </ul>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quizzes</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>

### Stage 3 – Learning Plan

Code T, M, A	<b>Pre-Assessment</b> Students will identify food cognates in the target language and in the US.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students will practice asking and answering personal food preferences.</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Students will read an infographic about food in Francophone countries.</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about different food in the francophone country.</li> <li>Students and teacher engage in cultural differences between the target country and their community (video conference with a class of english speaker in France)</li> <li>drawing activities where students create a menu for the</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>The teacher observes student paired practice</li> <li>The teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>The teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>Teacher provide individualized feedback on classwork and homework assignments</li> </ul>

<p>MA</p> <p>MA</p> <p>A</p>	<p>restaurant with dishes around the world</p> <ul style="list-style-type: none"> <li>• Students engage in role-playing activities between a waiter and a customer</li> <li>• Students will write an email describing the food and customs they are experiencing while traveling</li> <li>• Students will engage in a matching activity that matches the food in a cafe with the meals it refers to</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- <u>Reading:</u> <a href="#">le marché en ville</a></li> <li>- Reading: Bienvenue à (voce story)</li> <li>- Reading: la <a href="#">gastronomie francophone</a>. MCQ</li> <li>- Food activity: <a href="#">les 3 repas</a></li> <li>- Speaking: <a href="#">survey</a></li> <li>- Listening: edpuzzle: <a href="#">le thé à la menthe marocain</a></li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: At the hotel

## Stage 1 Desired Results




Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.</li> <li>problem-solve when difficulties arise.</li> <li>communicate clearly</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The goal is effective communication not word-for-word translation.</li> <li>Spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal.</li> <li>The choice of accommodation is a reflection of the individual's needs, values, and environment.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do people react when problems arise?</li> <li>How can architecture be used to bring awareness to social justice?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• adjectives used to describe places and objects</li> <li>• the comparative adverbs (plus, aussi, moins - très, trop)</li> <li>• hotel vocabulary including amenities and services</li> <li>• negative expressions (ne...pas, ne...que, ne...plus, ne...rien)</li> <li>• basic information about an ice hotel and a garbage hotel</li> <li>• the verb 'marcher'</li> </ul>	<ul style="list-style-type: none"> <li>• explaining why they prefer one hotel over another.</li> <li>• managing problems that might arise at a hotel.</li> <li>• comparing different options of places to spend the night while traveling.</li> <li>• reading and listening about very unique hotel experiences.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Speaking and Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p> <p>Integrated Performance Assessment Evaluation <a href="#">Rubric</a></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - communicating about a problem and requesting a desired outcome</p> <p>Role for student - student must manage the situation with the “concierge”(teacher) by pointing out the issues and requesting appropriate solutions.</p> <p>Audience for student work: concierge of hotel</p> <p>Situation - student arrives at their “hotel” and it is not how it was advertised</p> <p>Products and performances generated by students: students can write an “email” to or “call” the management outlining the problems and requesting solutions. Problems and solutions are describe using the comparative</p> <p>Standards/criteria for judging success -</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- vocabulary quiz</li> <li>- formal and informal interpretive reading assessments</li> <li>- formal and informal interpretive listening assessments</li> <li>- informal presentational speaking and writing assessments</li> </ul>
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Stage 3 – Learning Plan		
Code T, M, A	<b>Pre-Assessment</b> Students will list what they would expect to find at a hotel.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
TMA	<ul style="list-style-type: none"> <li>Teacher will engage in full-class conversations related to the unit's personal questions.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
TMA	<ul style="list-style-type: none"> <li>Students will practice asking and answering unit's personal questions together</li> </ul>	<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
MA	<ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
MA	<ul style="list-style-type: none"> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> </ul>	
TMA	<ul style="list-style-type: none"> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about different hotels, including very unique hotel experiences.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
TMA	<ul style="list-style-type: none"> <li>Students and teacher engage in a discussion about very unique hotels.</li> </ul>	
A	<ul style="list-style-type: none"> <li>listening and drawing activities where students describe hotel rooms to their partners.</li> </ul>	
TMA	<ul style="list-style-type: none"> <li>Students engage in role-playing activities between hotel staff and guests.</li> </ul>	
TMA	<ul style="list-style-type: none"> <li>Students will identify problems with hotel rooms and</li> </ul>	

	come up with solutions.	
TMA	<ul style="list-style-type: none"> <li>Students will engage in a speaking activity using a bracket to determine their favorite hotel out of eight (and why)</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students will write problems with their hotel rooms using ne..pas and trop. Students will be introduced to other negatives (ne.. plus, jamais)</li> </ul>	
TMA	<ul style="list-style-type: none"> <li>Students will engage in a matching activity that matches the problem with the hotel room and the suggested solution by the hotel staff.</li> </ul>	
A	<ul style="list-style-type: none"> <li>using a visual of a hotel, Students will imagine the different conversations taking place in the hotel.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul>	
	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Hotel poubelle reading</li> <li>- Hotel - <a href="#">du vocabulaire</a></li> <li>- Story about trying to find a decent hotel: <ul style="list-style-type: none"> <li> Histoire: Derek et sa grand-mère (hotel)</li> </ul> </li> <li>- Video about a horrible hotel room <ul style="list-style-type: none"> <li> J'ai Dormi dans l'Hôtel le Moins Bien Noté de Fra...</li> </ul> </li> <li>- Educational storytelling video about staying in a horrible hotel  French the natural way - Story #13: A l'hôtel</li> <li>- Article of unique hotels (for discussion and bracket)</li> </ul>	

	<a href="https://visasnews.com/les-10-hotels-les-plus-originaux-au-monde">https://visasnews.com/les-10-hotels-les-plus-originaux-au-monde</a>	
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## Unit 5: My Body and My Health

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• advocate for their needs</li> <li>• take care of their health and body while traveling</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>• Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.</li> <li>• The perception of what is healthy varies from place to place.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does one stay healthy while traveling?</li> <li>• Why is it important to prevent and treat an illness?</li> </ul>









<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• vocabulary for a variety of body parts</li> <li>• vocabulary related to health and sickness</li> <li>• vocabulary related to common dietary restrictions</li> <li>• the verbs avoir and être and how they may be used differently in English and French</li> <li>• the expression “avoir mal à”</li> <li>• review of the verb ‘devoir’</li> <li>• memorized chunk: je me suis cassé.e</li> <li>• the expression “Il faut + infinitive”</li> </ul>	<ul style="list-style-type: none"> <li>• stating how they are feeling and their symptoms</li> <li>• advising others on how to feel better</li> <li>• interpreting stories about health and food restrictions</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p> <p>Integrated Performance Assessment Evaluation <a href="#">Rubric</a></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Communicating with job or school about an illness</p> <p>Role for student - Sick student</p> <p>Audience for student work: Principal of school</p> <p>Situation - Student writes email to the Principal because they are very sick and will need to miss several days of school. Students respond to another student's email in the voice of the Principal telling them what they need to do for school and to feel better.</p> <p>Products and performances generated by student - email</p> <p>Standards/criteria for judging success:</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• formative assessment on body parts and health vocabulary</li> <li>• formal and informal interpretive reading assessments</li> <li>• formal and informal interpretive listening assessments</li> <li>• formal and informal presentational speaking and writing assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
MA	Students will complete a pre-test with can-do statements such as, “I can name several body parts.”, “I can say how I am feeling in a variety of ways.” etc...	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will engage in full-class conversations related to the unit's personal questions.</li> <li>Students will practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Students will complete a venn diagram, comparing their story to that of past classes</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about going to the doctor and health issues while traveling.</li> <li>Students and Teacher engage in a discussion on how to prevent colds and flus.</li> <li>poster project where students make a poster for a health fair including problems and solutions for health-related issues</li> <li>Students will attend the “health fair” and look at posters, writing down notes in the format (If _____, It is necessary (Il faut...) _____.)</li> <li>Students will draw and describe monsters to their</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>The teacher observes student paired practice</li> <li>The teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>The teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>Teacher provide individualized feedback on classwork and homework assignments</li> </ul>

<p>A</p> <p>TMA</p> <p>TMA</p> <p>TA</p> <p>TMA</p>	<p>partners to practice body parts</p> <ul style="list-style-type: none"> <li>• Students will play “Guess Who?” to practice health-related vocabulary</li> <li>• Students engage in role-playing activities between doctors and patients.</li> <li>• Students engage in role-playing activities between a waiter and customer.</li> <li>• Teacher will provide instruction on how to write a formal email</li> <li>• Students will turn and talk about what it is necessary to do to achieve various things (Ex. To get a A on a test or to make dinner)</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Story about not wanting to go to the doctor   Voces: les parties du corps</li> <li>- Guess who game about symptoms   Devine qui: Santé</li> <li>- Matching game with monsters   les monstres</li> <li>- Video about not wanting to go to the doctor   Caillou FRANÇAIS - Caillou chez le médecin (S0...</li> <li>- Video about going to the doctor   French the natural way - Story #36: Je me sens ...</li> <li>- Story about traveling as a vegan   Un couple végétalien</li> </ul>	
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## Unit 6: I took a trip!

## Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>thoughtfully plan travel experiences</li> <li>build relationships through common experiences</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Presenters select and use relevant anecdotes, details, media, and/or evidence to support the message</li> <li>Travel expands one's horizons as well as cultural understanding and respect.</li> <li>Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does travel encourage personal growth?</li> <li>How can vacations lead to positive and negative outcomes?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>vocabulary related to a beach vacation</li> <li>vocabulary related to a country/camping vacation</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>narrating in the past</li> <li>summarizing stories and videos about beach and camping vacations in the past</li> </ul>

<p>and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> <li>• present tense of the verbs partir &amp; sortir</li> <li>• how to conjugate in the passé composé using avoir (with regular and irregular verbs) and être (with ~8 verbs, including aller and partir)</li> <li>• adjectives of emotion</li> </ul>	<p>tense</p> <ul style="list-style-type: none"> <li>• justifying conclusions with evidence</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Presentational Performance and Proficiency Rubric	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)	Goal/challenge - Narrating spontaneously in the past about a beach trip and a camping trip using verbs, conjugating with avoir and être.
	Integrated Performance Assessment Evaluation <a href="#">Rubric</a>	Role for student - exchange student in France
		Audience for student work - “the other students” (teacher)
		Situation - It’s the first day of school at your exchange school in France and your teacher is asking everyone to share about their summer. Given “photos” of the trips, you tell the class about your beach and camping trips.
		Products and performances generated by student - students present to the class or record in the language lab
		Standards/criteria for judging success - <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>



		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• formative assessment on the formation of the 'passé composé'</li> <li>• formal and informal interpretive reading assessments</li> <li>• formal and informal interpretive listening assessments</li> <li>• formal and informal presentational speaking and writing assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	With a partner, generate a list of things you might see at the beach or in the countryside.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will engage in full-class conversations related to the unit's personal questions.</li> <li>Students will practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling and personalized questions and answers (PQA).</li> <li>Teacher and student co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes or no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about trips to the beach and camping in the countryside, especially movie talks.</li> <li>Students watch various short tv episodes about trips to the beach and camping.</li> <li>Students fill out graphic organizers about various short tv episodes to practice effective narration</li> <li>Students practice inferring by decided if certain statements about the episodes are possible or probable and why</li> <li>Students retell episodes of tv shows using the past tense</li> <li>Students compare "their camping trip" with their</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>The teacher observes student paired practice</li> <li>The teacher provides "on the spot" <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>The teacher reviews students' written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>Teacher provide individualized feedback on classwork and homework assignments</li> </ul>

MA  A  A  A	<p>partners'</p> <ul style="list-style-type: none"> <li>• Students analyze infographics about camping in France and Canada.</li> <li>• Students will draw a scene and label in the passé composé only using verbs conjugated with être</li> <li>• Students create vocabulary activities for each other, such as 'Which of these things is not like the other?' with beach and countryside vocabulary</li> <li>• Students will interview one another about last summer while completing a venn diagram</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Episode of a trip to the beach   TROTRO - EP68 - Trotro et le château de sable</li> <li>- Episode about leaving on vacation   TROTRO - EP60 - Trotro part en vacances</li> <li>- Episode about a camping trip   Peppa Pig Français   Vive le camping! 🏕️ Dessin ...</li> <li>- Infographic about where French people are going on vacation   Infographie: projets de voyage (FR)</li> <li>- Infographic about the specifics of French vacations   Étude : Les vacances des Français pour 2021 (In...</li> <li>- Infographic about camping in Québec  <a href="https://journalmetro.com/inspiration/evasion/787856/infographie-le-camping-en-chiffres/">https://journalmetro.com/inspiration/evasion/787856/infographie-le-camping-en-chiffres/</a></li> <li>- Article about beautiful French-speaking destinations (including many at the beach and countryside)  <a href="https://www.ohlalafrenchcourse.com/fr/blog/article/les-25-plus-belles-destinations-ou-l-on-parle-francais">https://www.ohlalafrenchcourse.com/fr/blog/article/les-25-plus-belles-destinations-ou-l-on-parle-francais</a></li> </ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Spanish 2 College Prep

April 2025

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Spanish 2 College Prep (Grade 9-12)

This novice high Spanish course is designed for students who have already acquired basic proficiency in the language and wish to expand their skills. In this class, students will further develop their understanding of Spanish grammar, vocabulary, and pronunciation while improving their speaking, reading, listening, and writing abilities with an emphasis on meaningful communication. The course focuses on building a deeper understanding of the language through real-world contexts, cultural exploration, and interactive exercises.

Key areas of focus include:

1. **Grammar:** Review of essential and high frequency grammar points, with a focus on word order, the present tense and an introduction to the preterite tense.
2. **Vocabulary:** Expansion of vocabulary to include topics such as travel, vacations, cities, hotels, restaurants and environmental issues.
3. **Speaking and Listening:** Enhanced conversation skills through role-playing and listening exercises that simulate real-life situations.
4. **Reading and Writing:** Improved reading comprehension with short stories, infographics and short informational texts. Writing practice includes email, and descriptive narratives.
5. **Cultural Awareness:** Insights into Spanish-speaking cultures and traditions with an emphasis on how language is used in various cultural contexts.

Students in Spanish 2 College Prep will be developing their communication skills by listening, reading, writing and speaking in the target language and will understand that cultural context deepens language proficiency and comprehension. Students will practice critical thinking by comparing sentence structures, idioms and cultural expressions and by analyzing authentic texts, media and conversations. Students will be problem-solving by engaging in real-life scenarios and navigating cultural differences and linguistic nuances. Students will understand that learning a language involves trial, error and persistence. Studying languages deepens students' understanding of global cultures, traditions and perspectives and builds social awareness by comparing their own culture to others. Students will practice self-management as mastering a second language requires discipline, practice and goal-setting. This course prepares students for the transition to intermediate-level Spanish studies, helping them build the language proficiency necessary for academic, professional, or personal goals.



## Pacing Guide

Approximate time frame	Unit
4-6 weeks	UNIT 1: Personal and Public Identities: Travel Preparation
4-6 weeks	UNIT 2: Science and Technology: Traveling by Train and Plane
4-6 weeks	UNIT 3: Contemporary Life: A Hotel Stay
4-6 weeks	UNIT 4: Beauty and Aesthetics: City Travel
4-6 weeks	UNIT 5: Family and Communities: Food Culture
4-6 weeks	UNIT 6: Global Challenges: Wildlife Conservation

## Unit 1: Travel preparation

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about traveling.</li> <li>• Communicate travel preferences and plans effectively to a variety of audiences while demonstrating cultural sensitivity and understanding.</li> <li>• Select appropriate items and clothing to take on a trip based on climate, terrain and activities available.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Language is embedded within a cultural context (e.g., behaviors, values)</li> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Proper planning and knowledge of one's destination will make for a positive experience while traveling.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What do travelers need to consider when planning a trip?</li> <li>• How do people use their vacation time to explore and enjoy Spanish-speaking countries?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to toiletry items, clothing, and vacation activities</li> <li>• expressions of time to indicate future activities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• writing a packing list for a trip</li> <li>• expressing preferences for vacation destination and activities</li> <li>• understanding short stories about</li> </ul>

	<ul style="list-style-type: none"> <li>• high frequency verbs</li> <li>• present tense verb conjugations</li> <li>• irregular verbs in the first-person form such as voy, pongo, hago, veo</li> <li>• phrases to express preferences, likes and dislikes</li> <li>• using the near future (ir + a + infinitive) to state what they are going to do on a trip</li> </ul>	<p>preparing for a trip</p> <ul style="list-style-type: none"> <li>• understanding short audio/visual sources about planning for a trip</li> <li>• understanding a travel itinerary</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 College Prep Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 College Prep Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal/challenge:</b> Planning a trip for the Spanish club at school</p> <p><b>Role for student:</b> President of the Spanish club</p> <p><b>Audience for student work:</b> A Spanish teacher who is the advisor of the Spanish club</p> <p><b>Situation:</b> You are meeting with the advisor to explain the travel plans and gain their approval for the trip</p> <p><b>Products and performances generated by student:</b> Students will listen to a video describing travel to Argentina. Students will then read a travel itinerary for a trip to Costa Rica. Students will identify the main idea, details and key words for both sources. Then students will write an email to their teacher explaining if they would prefer one of the two destinations presented by the sources. Then, students will individually respond to their teacher's oral questions about where they would like to go and what students will need to bring for the trip.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	With a partner, students generate a list of things they would bring on a vacation.	
M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
	The teacher will introduce the unit topic of travel to either a mountain or a beach, using a slideshow of images and cultural information related to Machu Picchu in Peru and the beaches in Costa Rica.	
	The teacher presents target structures using total physical response(tprs), visuals, props, circling and personalized questions and answers (pqa).	
	The students watch a video about traveling to Costa Rica and Machu Picchu and respond to questions.	
	The students write a packing list for either Costa Rica or Peru.	
	The teacher will facilitate students reading stories about travel to the beach and mountains, using images and props to aid in student comprehension.	
	The teacher and students co-construct stories using target structures. Teacher engages in storytelling using circling, visuals, TPRS and repetition.	
	The teacher will engage students in a movie talk about a suitcase in an airport, packing a suitcase and hiking in the mountains.	



## Unit 2: Traveling by Train and Plane

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 2.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about plane and train travel.</li> <li>• Communicate about travel plans effectively to a variety of audiences while demonstrating cultural sensitivity and understanding.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Presenters select and use relevant anecdotes, details, media, and/or evidence to support the message.</li> <li>• Spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal.</li> <li>• Travel expands one's horizons as well as cultural understanding and respect.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why do people travel?</li> <li>• How does travel encourage personal growth?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to trains, train stations, airplanes and airports</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• booking train and plane tickets</li> <li>• preparing for a train trip and plane travel</li> </ul>



	<ul style="list-style-type: none"> <li>• prepositions (in, on, at) and adverbs of time (now, soon, already) and frequency (always, often, sometimes, rarely, never)</li> <li>• present tense verb conjugations</li> <li>• irregular verbs in the first-person form such as voy, pongo, hago, veo, doy, and salgo</li> <li>• the present progressive tense to state that one is currently going to the airport, leaving their house or searching for an airport gate, for example.</li> </ul>	<ul style="list-style-type: none"> <li>• reading train and flight schedules and train station/airport displays</li> <li>• asking for information at train stations and airports</li> <li>• giving advice about a train or plane trip</li> <li>• understanding announcements at train stations and airports</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 College Prep Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 College Prep Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge</b> - plan a train trip to visit a friend</p> <p><b>Role for student</b> - an exchange student in Spain</p> <p><b>Audience for student work</b> - a friend in another Spanish city</p> <p><b>Situation</b> - The student is visiting their friend over the weekend and has to plan the train journey.</p> <p><b>Products and performances generated by student</b> - The student will listen to a conversation at the information desk asking for the details of a train trip in order to gather information about the time of departure and arrival, destination and price of tickets. The student will read a screenshot of the train station website. The student will identify the main idea, keywords and details from both sources. Then, the student will write an email to their friend giving the details of their train journey.</p> <p>Standards/criteria for judging success- novice high</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
	<b>Pre-Assessment</b>	
M, A	Students brainstorm different reasons for travel.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	<ul style="list-style-type: none"> <li>The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
A	<ul style="list-style-type: none"> <li>The student engages in various activities and games to review stories and provide repetition of target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
A	<ul style="list-style-type: none"> <li>The teacher and students co-construct stories throughout the unit using target structures.</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher engages in storytelling by circling, yes and no questions, visuals, props and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses a variety of comprehensible input techniques to engage students in stories about a mishap on a plan and a problem on a train ride</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher uses the movie talk technique to present a video clip about Peppa Pig traveling by plane</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student reads an article and watches a video about train travel in Spain and several iconic train routes in Latin America</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student explores the Spanish Renfe train website and complete a webquest</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student reads a Spanish train ticket and train schedule</li> </ul>	

A	<ul style="list-style-type: none"> <li>• The student completes an information gap activity where they must provide key train ticket and/or flight details to a partner</li> </ul>	
A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 3: A Hotel Stay

### Stage 1 Desired Results

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p><b>ACTFL 1.1</b> <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2</b> <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.</li> <li>Problem-solve a hotel room issue when difficulties arise.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>the goal is effective communication, not word-for-word translation</li> <li>spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal</li> <li>the choice of accommodation is a reflection of an individual's needs, values and environment</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do people interact appropriately when problems arise?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>adjectives used to describe places and objects</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>explaining why they prefer one hotel over another.</li> </ul>

	<ul style="list-style-type: none"> <li>• the comparative</li> <li>• hotel vocabulary including amenities, services, furniture</li> <li>• negative expressions and expressions with "too", "very" and "not enough"</li> <li>• basic information about a unique garbage hotel</li> <li>• using the near future (ir + a + infinitive) to state what they are going to do regarding a problem in the hotel</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> </ul>	<ul style="list-style-type: none"> <li>• managing problems that might arise at a hotel.</li> <li>• comparing different options of places to spend the night while traveling.</li> <li>• reading and listening about very unique hotel experiences.</li> <li>• understanding rules at hotels</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 College Prep Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 College Prep Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p><b>Goal/challenge</b> - communicating about a problem in a hotel room and requesting a desired outcome</p> <p><b>Role for student</b> - the student must manage the situation with the “concierge”(teacher) by pointing out the issues and requesting appropriate solutions.</p> <p><b>Audience for student work</b> - the concierge of hotel</p> <p><b>Situation</b> - the student arrives at their “hotel” and it is not how it was advertised</p> <p><b>Products and performances generated by student</b> - the student reads an advertisement for the hotel room they will be staying at and the amenities it will offer. The student then listens to a voicemail from their friend who has already arrived at the hotel. The friend will inform the student of the problems with the hotel. The students will identify the main idea, details and key words of the audio and text. The student will write an “email” to the management outlining the problems and requesting solutions.</p>



<p><a href="https://www.youtube.com/watch?v=DTk9b03eEi8&amp;t=212s">https://www.youtube.com/watch?v=DTk9b03eEi8&amp;t=212s</a></p> <p><a href="https://www.youtube.com/watch?v=n2pSXX9Px18">https://www.youtube.com/watch?v=n2pSXX9Px18</a></p> <p><a href="https://www.youtube.com/watch?v=BOq8vULOIG4">https://www.youtube.com/watch?v=BOq8vULOIG4</a></p> <p><a href="https://www.bbc.com/mundo/noticias/2011/01/110120_galeria_hotel_basura_madrid_amab">https://www.bbc.com/mundo/noticias/2011/01/110120_galeria_hotel_basura_madrid_amab</a></p> <p><a href="https://www.youtube.com/watch?v=jbLbBcxxqSq">https://www.youtube.com/watch?v=jbLbBcxxqSq</a></p> <p><a href="https://www.youtube.com/watch?v=JqXblYnKLq8">https://www.youtube.com/watch?v=JqXblYnKLq8</a></p> <p><a href="https://www.youtube.com/watch?v=fvC04OpKjzE">https://www.youtube.com/watch?v=fvC04OpKjzE</a></p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Formal and informal interpretive reading assessments</li> <li>- Formal and informal interpretive listening assessments</li> <li>- Formal and informal presentational writing assessments</li> <li>- Informal presentational speaking assessments</li> <li>- Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	Students list what they would expect to find in a hotel.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>• The student engages in various activities and games to review stories and provide repetition of target structures.</li> <li>• The teacher and students co-construct stories throughout the unit using target structures.</li> <li>• The teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>• The teacher uses a variety of comprehensible input techniques to engage students in stories about hotels and hostels</li> <li>• The student engages in role-play activities between hotel staff and guests.</li> <li>• The student compares website listings for hotels and hotel rooms in Spanish-speaking countries</li> <li>• The student identifies problems with hotel rooms and come up with solutions.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• the teacher observes student paired practice</li> <li>• the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>• the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>• the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: City Travel

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about visiting a city</li> <li>• Communicate preferences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• City life offers entertainment and cultural experiences for all ages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are differences and similarities between cities in Spanish-speaking countries and those in the US?</li> <li>• How do people find their way around a new city?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to places in a city</li> <li>• vocabulary related to giving directions</li> <li>• prepositions of place</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• giving and receiving directions</li> <li>• describing locations of places</li> <li>• understanding short stories about city life</li> </ul>

	<ul style="list-style-type: none"> <li>• vocabulary related to activities done in the city</li> <li>• numbers above 1000</li> <li>• using the near future (ir + a + infinitive) to state what destinations they will visit in the city</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> <li>• irregular verbs in the yo form such as voy, salgo, conozco</li> <li>• The present progressive tense to state what destination they are currently looking for, for example.</li> </ul>	<p>in Spanish</p> <ul style="list-style-type: none"> <li>• sharing basic information about their hometown</li> </ul>
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Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 College Prep Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 College Prep Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - navigating around a city</p> <p><b>Role for student</b> - tourist</p> <p><b>Audience for student work</b> - friend</p> <p><b>Situation</b> - reading and giving directions to get to a new location</p> <p><b>Products and performances generated by student</b> - The student will listen to a conversation between two locals describing an interesting destination in the city. The student will interpret GPS directions and follow along on a map in order to find the destination. The student will then text their friend and tell the friend where the destination is located.</p> <p><b>Standards/criteria for judging success</b>- novice high</p>

	<a href="https://imgcdn.larepublica.co/cms/2021/04/05/161903/Globo_CiudadesMasPobladasLatam_Web.jpg">https://imgcdn.larepublica.co/cms/2021/04/05/161903/Globo_CiudadesMasPobladasLatam_Web.jpg?</a>  <a href="https://www.youtube.com/watch?v=JgCiEPD9RQ&amp;t=59s">https://www.youtube.com/watch?v=JgCiEPD9RQ&amp;t=59s</a>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	The students look at a map of a city in a Spanish-speaking country and list differences and similarities with their own town.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>• The student engages in various activities and games to review stories and provide repetition of target structures.</li> <li>• The teacher and students co-construct stories throughout the unit using target structures.</li> <li>• The teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>• The teacher uses a variety of comprehensible input techniques to engage students in stories about cities and towns, an meeting in a cafe and a girl going shopping in a small town.</li> <li>• The student listens to the number of inhabitants various cities in Latin America</li> <li>• The student watches videos on towns and cities in Spain and Latin America and identify the sights and points of interest</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• the teacher observes student paired practice</li> <li>• the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>• the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>• the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>



M, A	<ul style="list-style-type: none"> <li>• The student writes an email introducing their hometown and what they can expect to do here.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• The student makes recommendations of favorite stores in their hometown</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student works with a partner to tell them where things are located around town</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student role plays scenes in a small shop</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student role plays giving and receiving directions</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student watches a video in Spanish about different ways of getting around Barcelona</li> </ul>	
A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 5: At the restaurant

## Stage 1 Desired Results

**ACTFL 1.1 Interpersonal Communication:**

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**ACTFL 1.2 Interpretive Communication:**

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**ACTFL 2.2 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.

**ACTFL 3.2 Acquiring Information and Diverse Perspectives:**

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**Transfer**

*Students will be able to independently use their learning to...*

- Read, interpret and synthesize information from a variety of texts about eating in a Spanish-speaking country
- Communicate preferences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.

**Meaning****UNDERSTANDINGS**

*Students will understand that...*

- Food is a unifying theme in Spanish-speaking culture.
- Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.
- Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.

**ESSENTIAL QUESTIONS**

*Students will keep considering...*

- How are eating habits different in various countries?
- What role does food play in cultures?

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• vocabulary related to food</li> <li>• vocabulary and phrases related to ordering in a restaurant</li> <li>• typical dishes from Spanish-speaking countries</li> <li>• vocabulary related to expressing their food preferences</li> <li>• the irregular verbs pedir and servir</li> <li>• using the near future (ir + a + infinitive) to ask what other are going to eat/drink and to say where they are going to eat</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> </ul>	<ul style="list-style-type: none"> <li>• ordering in a restaurant</li> <li>• describing typical dishes from Spanish-speaking countries</li> <li>• listing foods they love</li> </ul>

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 College Prep Interpretive Reading and Listening Rubrics, Level 2 College Prep Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p><b>Goal/challenge</b> - choosing a restaurant and ordering a meal</p> <p><b>Role for student</b> - leader of Spanish club field trip</p> <p><b>Audience for student work</b> - other members of Spanish club, waiter at restaurant</p> <p><b>Situation</b> - The student is the leader of the Spanish club field trip to a Spanish-speaking country. They will watch a video review for a restaurant and read a review of another restaurant in a Spanish-speaking country. The student will identify the main idea, details and key words of both sources.</p> <p><b>Products and performances generated by student</b> - The student will then write a text to their Spanish club group chat, informing them of where the group will be going to eat and why they chose that restaurant. The student will then participate in a simulated conversation with a waiter.</p> <p><b>Standards/criteria for judging success</b>- novice high</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
<i>Pre-Assessment</i>		
A	Students brainstorm words for food items that they know in Spanish.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	<ul style="list-style-type: none"> <li>The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
A	<ul style="list-style-type: none"> <li>The student engages in various activities and games to review stories and provide repetition of target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher conducts a class survey about which foods students love and hate to eat for each meal.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher and students co-construct stories throughout the unit using target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses the picture talk technique to discuss artwork by Carmen Lomas Garza depicting familial scenes in the kitchen</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student describes the foods and familial kitchen senses visible in the artwork by Carmen Lomas Garza.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses the picture talk technique to present</li> </ul>	

	the photography series Around the World in 80 Diets, showing photos of food from the US and Spanish-speaking countries.	
T, M, A	<ul style="list-style-type: none"> <li>• The student describes the foods visible in the photography series Around the World in 80 Diets.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The teacher uses a variety of comprehensible input techniques to engage students in stories about ordering in a restaurant.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student watches videos on tapas in Spain, people ordering in a cafe, and an accident in a restaurant.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student engages in a role playing activity between a waiter and a customer ordering in a restaurant.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student will practice asking and answering questions about personal food preferences.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student researches a typical dish from a Spanish-speaking country and identifies its main ingredients in Spanish.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student presents a typical dish from a Spanish-speaking country.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and</p>	

	<p>department heads prior to submission for approval.</p> <p><a href="https://edpuzzle.com/media/67cdce2763bd396c1cfd010a">https://edpuzzle.com/media/67cdce2763bd396c1cfd010a</a></p> <p><a href="https://edpuzzle.com/media/67cdcd9840346232cb996b15">https://edpuzzle.com/media/67cdcd9840346232cb996b15</a></p> <p><a href="https://docs.google.com/presentation/d/1lbn4a_xOg1DQsxR5qEHu5ZGy8H_ilHmOPvYCMC7zBSc/edit?usp=sharing">https://docs.google.com/presentation/d/1lbn4a_xOg1DQsxR5qEHu5ZGy8H_ilHmOPvYCMC7zBSc/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/1H766qE5LbN26sRzhpsVsu8BttX14xYOKAITr8NfW5eA/edit?usp=sharing">https://docs.google.com/presentation/d/1H766qE5LbN26sRzhpsVsu8BttX14xYOKAITr8NfW5eA/edit?usp=sharing</a></p>	
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## UNIT 6: Wildlife Conservation

### Stage 1 Desired Results

<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>ACTFL 2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts.</li> <li>• Communicate preferences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels</li> <li>• Language is embedded within a cultural context</li> <li>• Local and regional environmental issues have a global impact</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does a region's geography, climate and natural resources affect the way people live and work?</li> <li>• What do I do when my ideas are more sophisticated than my ability to communicate them?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the third-person preterite tense</li> <li>• vocabulary within the novel "Robo en la noche"               <ul style="list-style-type: none"> <li>○ body parts</li> <li>○ family relationships</li> <li>○ dates</li> <li>○ numbers</li> <li>○ geography</li> </ul> </li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• reading a short novel in the target language.</li> <li>• summarizing the main idea of a novel</li> <li>• identifying details</li> <li>• describing settings and main characters</li> <li>• identifying characters' motivations</li> <li>• narrating in the past with support and scaffolding</li> </ul>


<p>cultures studied.</p> <p><b>ACTFL 3.2 Acquiring Information and Diverse Perspectives:</b>  Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>		
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Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 College Prep Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 College Prep Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - campaigning to protect the environment</p> <p><b>Role for student</b> - leader of environmental impact club at school</p> <p><b>Audience for student work</b> - other students in Environmental Impact club</p> <p><b>Situation</b> - The student is a member of the Environmental Impact Club at school. After learning about environmental issues while reading “Robo en la noche” you decide you want to learn more about these types of problems.</p> <p><b>Products and performances generated by student</b> - The student reads an article about the Stop Animal Selfies movement in Costa Rica. The student also listens to a news report about the movement. The student then writes an email to the rest of the club to inform them of the environmental issue.</p> <p><b>Standards/criteria for judging success</b>- novice high</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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Stage 3 – Learning Plan		
A	<p align="center"><b>Pre-Assessment</b></p> <p>Students participate in a game to review what they have already learned about Costa Rica.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
M, A	<ul style="list-style-type: none"> <li>The teacher will prepare mini lessons on Costa Rica and illegal bird trafficking</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
A	<ul style="list-style-type: none"> <li>The teacher presents target structures using total physical response (TPRS), visuals, circling and personalized questions and answers(PQA).</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The teacher guides students in reading the novel “Robo en la noche”, introducing new vocabulary by circling, yes or no questions, visuals, TPRS and repetition.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students make predictions about what they think will happen in the novel</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students make smash doodles about a chapter</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students compare themselves to a main character using a Venn diagram</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The teacher and students will engage in review games, group review activities and individual comprehension checks</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students will write true and false statements about the story</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher will use a variety of interactive reading and</li> </ul>	

	<p>listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>The short story “La historia de Presley”  The film “Rio”  The novel “Robo en la noche”</p> <p><a href="https://elmundodebirch.wordpress.com/?s=robo+en+la+noche&amp;submit=Search">https://elmundodebirch.wordpress.com/?s=robo+en+la+noche&amp;submit=Search</a></p> <p><a href="https://drive.google.com/drive/folders/1u_GnnlCKCGvGsSw69p1VWAmByp8-cen-?usp=sharing">https://drive.google.com/drive/folders/1u_GnnlCKCGvGsSw69p1VWAmByp8-cen-?usp=sharing</a> (Stop animal selfies article for Grasp)</p> <p><a href="https://www.youtube.com/watch?v=B5oXz0-OFd4">https://www.youtube.com/watch?v=B5oXz0-OFd4</a>  <a href="https://www.youtube.com/watch?v=AjkdK75l-Ak">https://www.youtube.com/watch?v=AjkdK75l-Ak</a>  <a href="https://www.youtube.com/watch?v=g0qpWayT-ek">https://www.youtube.com/watch?v=g0qpWayT-ek</a>  <a href="https://www.youtube.com/watch?v=x6h_kTqGGvo">https://www.youtube.com/watch?v=x6h_kTqGGvo</a></p> <p> Robo en la noche - Resource List</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Spanish 2 Honors

April 2025



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Christine Arias

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Spanish 2 Honors (Grade 9-12)

This novice high Spanish course is designed for students who have already acquired basic proficiency in the language and wish to expand their skills. In this class, students will further develop their understanding of Spanish grammar, vocabulary, and pronunciation while improving their speaking, reading, listening, and writing abilities with an emphasis on meaningful communication. The course focuses on building a deeper understanding of the language through real-world contexts, cultural exploration, and interactive exercises. Spanish 2 honors is a fast-paced course where students frequently work independently. The teacher will play the role of coach and students will be more in control of their own learning and progress. There will be an emphasis on student accuracy and effective communication in writing and speaking. Students will be challenged to provide detail and elaboration in their responses as well as make inferences based on context when interpreting information. Students will be expected to practice grammar and vocabulary outside of class time. Assessments will require increased grammatical accuracy, more elaborate and detailed production of language and higher level thinking skills needed to make inferences.

Key areas of focus include:

1. **Grammar:** Review of essential and high frequency grammar points, with a focus on word order, the present tense and an introduction to the preterite tense.
2. **Vocabulary:** Expansion of vocabulary to include topics such as travel, vacations, cities, hotels, restaurants and environmental issues.
3. **Speaking and Listening:** Enhanced conversation skills through role-playing and listening exercises that simulate real-life situations.
4. **Reading and Writing:** Improved reading comprehension with short stories, infographics and short informational texts. Writing practice includes email, and descriptive narratives.
5. **Cultural Awareness:** Insights into Spanish-speaking cultures and traditions with an emphasis on how language is used in various cultural contexts.

Students in Spanish 2 Honors will be developing their communication skills by listening, reading, writing and speaking in the target language and will understand that cultural context deepens language proficiency and comprehension. Students will practice critical thinking by comparing sentence structures, idioms and cultural expressions and by analyzing authentic texts, media and conversations. Students will be problem-solving by engaging in real-life scenarios and navigating cultural differences and linguistic

nuances. Students will understand that learning a language involves trial, error and persistence. Studying languages deepens students' understanding of global cultures, traditions and perspectives and builds social awareness by comparing their own culture to others. Students will practice self-management as mastering a second language requires discipline, practice and goal-setting. This course prepares students for the transition to intermediate-level Spanish studies, helping them build the language proficiency necessary for academic, professional, or personal goals.

Pacing Guide

Approximate time frame	Unit
4-6 weeks	UNIT 1: Personal and Public Identities: Travel Preparation
4-6 weeks	UNIT 2: Science and Technology: Traveling by Train and Plane
4-6 weeks	UNIT 3: Contemporary Life: A Hotel Stay
4-6 weeks	UNIT 4: Beauty and Aesthetics: City Travel
4-6 weeks	UNIT 5: Family and Communities: Food Culture
4-6 weeks	UNIT 6: Global Challenges: Wildlife Conservation

## Unit 1: Travel preparation

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about traveling.</li> <li>• Communicate travel preferences and plans effectively to a variety of audiences while demonstrating cultural sensitivity and understanding.</li> <li>• Select appropriate items and clothing to take on a trip based on climate, terrain and activities available.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Language is embedded within a cultural context (e.g., behaviors, values)</li> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Proper planning and knowledge of one's destination will make for a positive experience while traveling.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What do travelers need to consider when planning a trip?</li> <li>• How do people use their vacation time to explore and enjoy Spanish-speaking countries?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to toiletry items, clothing, and vacation activities</li> <li>• expressions of time to indicate future activities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• writing a packing list for a trip</li> <li>• expressing preferences for vacation destination and activities</li> <li>• understanding short stories about</li> </ul>

	<ul style="list-style-type: none"> <li>• high frequency verbs</li> <li>• present tense verb conjugations</li> <li>• irregular verbs in the first-person form such as voy, pongo, hago, veo</li> <li>• phrases to express preferences, likes and dislikes</li> <li>• using the near future (ir + a + infinitive) to state what they are going to do on a trip</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> </ul>	<p>preparing for a trip</p> <ul style="list-style-type: none"> <li>• understanding short audio/visual sources about planning for a trip</li> <li>• understanding a travel itinerary</li> <li>• inferring the meaning of new phrases and audio or text's meaning</li> <li>• providing details and elaboration to their responses</li> <li>• writing in a series of sentences or connected sentences</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 Honors Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 Honors Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal/challenge:</b> Planning a trip for the Spanish club at school</p> <p><b>Role for student:</b> President of the Spanish club</p> <p><b>Audience for student work:</b> A Spanish teacher who is the advisor of the Spanish club</p> <p><b>Situation:</b> You are meeting with the advisor to explain the travel plans and gain their approval for the trip</p> <p><b>Products and performances generated by student:</b> Students will listen to a video describing travel to Argentina. Students will then read a travel itinerary for a trip to Costa Rica. Students will identify the main idea, details and key words for both sources. Honors students will infer meaning of new words and infer meaning of the audio. Then students will write an email to their teacher explaining if they would prefer one of the two destinations presented by the sources or the destination that they researched for their zine project. Then, students will individually respond to their teacher's oral questions about where they would like to go and what students will need to bring for the trip.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	With a partner, students generate a list of things they would bring on a vacation.	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• The teacher will introduce the unit topic of travel to either a mountain or a beach, using a slideshow of images and cultural information related to Machu Picchu in Peru and the beaches in Costa Rica.</li> <li>• The teacher presents target structures using total physical response (tprs), visuals, props, circling and personalized questions and answers (pqa).</li> <li>• The students watch a video about traveling to Costa Rica and Machu Picchu and respond to questions.</li> <li>• The students write a packing list for either Costa Rica or Peru.</li> <li>• The teacher will facilitate students reading stories about travel to the beach and mountains, using images and props to aid in student comprehension.</li> <li>• The teacher and students co-construct stories using target structures. Teacher engages in storytelling using circling, visuals, TPRS and repetition.</li> <li>• The teacher will engage students in a movie talk about a suitcase in an airport, packing a suitcase and hiking in</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• the teacher observes student paired practice</li> <li>• the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>• the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>• the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>



## Unit 2: Traveling by Train and Plane

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 2.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about plane and train travel.</li> <li>• Communicate about travel plans effectively to a variety of audiences while demonstrating cultural sensitivity and understanding.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Presenters select and use relevant anecdotes, details, media, and/or evidence to support the message.</li> <li>• Spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal.</li> <li>• Travel expands one's horizons as well as cultural understanding and respect.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why do people travel?</li> <li>• How does travel encourage personal growth?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to trains, train</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• booking train and plane tickets</li> </ul>

	<p>stations, airplanes and airports</p> <ul style="list-style-type: none"> <li>• prepositions (in, on, at) and adverbs of time (now, soon, already) and frequency (always, often, sometimes, rarely, never)</li> <li>• present tense verb conjugations</li> <li>• irregular verbs in the first-person form such as voy, pongo, hago, veo, doy, and salgo</li> <li>• the present progressive tense to state that one is currently going to the airport, leaving their house or searching for an airport gate, for example.</li> <li>• indirect object pronouns in the context of saying something to someone or giving something to someone</li> </ul>	<ul style="list-style-type: none"> <li>• preparing for a train trip and plane travel</li> <li>• reading train and flight schedules and train station/airport displays</li> <li>• asking for information at train stations and airports</li> <li>• giving advice about a train or plane trip</li> <li>• understanding announcements at train stations and airports</li> <li>• inferring the meaning of new phrases and audio or text's meaning</li> <li>• providing details and elaboration to their responses</li> <li>• writing in a series of sentences or connected sentences</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 Honors Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 Honors Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal/challenge</b> - plan a train trip to visit a friend</p> <p><b>Role for student</b> - an exchange student in Spain</p> <p><b>Audience for student work</b> - a friend in another Spanish city</p> <p><b>Situation</b> - The student is visiting their friend over the weekend and has to plan the train journey.</p> <p><b>Products and performances generated by student</b> - The student will listen to a conversation at the information desk asking for the details of a train trip in order to gather information about the time of departure and arrival, destination and price of tickets. The student will read a screenshot of the train station website. The student will identify the main idea, keywords and details from both sources. Honors students will also infer meaning of unknown words and infer meaning of the text and audio. Then, the student will write an email to their friend giving the details of their train journey. They should include at least one similarity or difference with the information they gathered during their research for their zine project.</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric (Interpersonal speaking and writing)</li> </ul>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
	<i>Pre-Assessment</i>	
M, A	Students brainstorm different reasons for travel.	
A	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> <li>The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
A	<ul style="list-style-type: none"> <li>The student engages in various activities and games to review stories and provide repetition of target structures.</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher and students co-construct stories throughout the unit using target structures.</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher engages in storytelling by circling, yes and no questions, visuals, props and repetition.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses a variety of comprehensible input techniques to engage students in stories about a mishap on a plan and a problem on a train ride</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The teacher uses the movie talk technique to present a video clip about Peppa Pig traveling by plane</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher uses the Write and Discuss technique to model sentence structure and presents a mini lesson on indirect object pronouns.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student reads an article and watches a video about train travel in Spain and several iconic train routes in Latin America</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student explores the Spanish Renfe train website</li> </ul>	

	and complete a webquest	
T, M, A	<ul style="list-style-type: none"> <li>• The student reads a Spanish train ticket and train schedule</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student completes an information gap activity where they must provide key train ticket and/or flight details to a partner</li> </ul>	
A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students will continue working on their year-long project. During this unit, students will research the price of flights to the country from the US, main airports in the country and train systems.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul>	
M, A	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	



## Unit 3: A Hotel Stay

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Include any national/state/or school goals (Power standards).</p> <p><b>ACTFL 1.1</b> <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.</li> <li>Problem-solve a hotel room issue when difficulties arise.</li> </ul>	
	<i>Meaning</i>	
<p><b>ACTFL 1.2</b> <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>the goal is effective communication, not word-for-word translation</li> <li>spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal</li> <li>the choice of accommodation is a reflection of an individual's needs, values and environment</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do people interact appropriately when problems arise?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• adjectives used to describe places and objects</li> <li>• hotel vocabulary including amenities, services, furniture</li> <li>• negative expressions and expressions with "too", "very" and "not enough"</li> <li>• basic information about a unique garbage hotel</li> <li>• using the near future (ir + a + infinitive) to state what they are going to do regarding a problem in the hotel</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> <li>• comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• explaining why they prefer one hotel over another.</li> <li>• managing problems that might arise at a hotel.</li> <li>• comparing different options of places to spend the night while traveling.</li> <li>• reading and listening about very unique hotel experiences.</li> <li>• understanding rules at hotels</li> <li>• inferring the meaning of new phrases and audio or text's meaning</li> <li>• providing details and elaboration to their responses</li> <li>• writing in a series of sentences or connected sentences</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">2 Honors interpretive reading, interpretive listening and presentational writing rubric</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - communicating about a problem in a hotel room and requesting a desired outcome</p> <p><b>Role for student</b> - the student must manage the situation with the “concierge”(teacher) by pointing out the issues and requesting appropriate solutions.</p> <p><b>Audience for student work</b> - the concierge of hotel</p> <p><b>Situation</b> - the student arrives at their “hotel” and it is not how it was advertised</p> <p><b>Products and performances generated by student</b> - the student reads an advertisement for the hotel room they will be staying at and the amenities it will offer. The student then listens to a voicemail from their friend who has already arrived at the hotel. The friend will inform the student of the problems with the hotel. The students will identify the main idea, details and key words of the audio and text. Honors students will infer the meaning of unknown words and the meaning of the text and audio. The student will write an “email” to the management outlining the problems and requesting solutions. They should include at least one comparison with a hotel that they researched for their zine project.</p> <p>Standards/criteria for judging success - novice high proficiency</p>

<p><a href="https://www.youtube.com/watch?v=DTk9b03eEi8&amp;t=212s">https://www.youtube.com/watch?v=DTk9b03eEi8&amp;t=212s</a></p> <p><a href="https://www.youtube.com/watch?v=n2pSXX9Px18">https://www.youtube.com/watch?v=n2pSXX9Px18</a></p> <p><a href="https://www.youtube.com/watch?v=BOq8vULOIG4">https://www.youtube.com/watch?v=BOq8vULOIG4</a></p> <p><a href="https://www.bbc.com/mundo/noticias/2011/01/110120_galeria_hotel_basura_madrid_amab">https://www.bbc.com/mundo/noticias/2011/01/110120_galeria_hotel_basura_madrid_amab</a></p> <p><a href="https://www.youtube.com/watch?v=jbLbBcxxqSq">https://www.youtube.com/watch?v=jbLbBcxxqSq</a></p> <p><a href="https://www.youtube.com/watch?v=JqXblYnKLq8">https://www.youtube.com/watch?v=JqXblYnKLq8</a></p> <p><a href="https://www.youtube.com/watch?v=fvC04OpKjzE">https://www.youtube.com/watch?v=fvC04OpKjzE</a></p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Formal and informal interpretive reading assessments</li> <li>- Formal and informal interpretive listening assessments</li> <li>- Formal and informal presentational writing assessments</li> <li>- Informal presentational speaking assessments</li> <li>- Informal interpersonal speaking assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	Students list what they would expect to find in a hotel.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>• The student engages in various activities and games to review stories and provide repetition of target structures.</li> <li>• The teacher and students co-construct stories throughout the unit using target structures.</li> <li>• The teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>• The teacher uses a variety of comprehensible input techniques to engage students in stories about hotels and hostels</li> <li>• The student engages in role-play activities between hotel staff and guests.</li> <li>• The student compares website listings for hotels and hotel rooms in Spanish-speaking countries</li> <li>• The student identifies problems with hotel rooms and comes up with solutions.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• the teacher observes student paired practice</li> <li>• the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>• the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>• the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• The teacher will use the Write and Discuss technique to model sentence structure and present a mini lesson on comparatives and superlatives.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will select a Spanish-speaking country for this year-long project. During this unit, students will research a hotel in their destination country.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 4: City Travel

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about visiting a city</li> <li>• Communicate preferences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• City life offers entertainment and cultural experiences for all ages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are differences and similarities between cities in Spanish-speaking countries and those in the US?</li> <li>• How do people find their way around a new city?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to places in a city</li> <li>• vocabulary related to giving directions</li> <li>• prepositions of place</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• giving and receiving directions</li> <li>• describing locations of places</li> <li>• understanding short stories about city life</li> </ul>

	<ul style="list-style-type: none"> <li>• vocabulary related to activities done in the city</li> <li>• numbers above 1000</li> <li>• using the near future (ir + a + infinitive) to state what destinations they will visit in the city</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> <li>• irregular verbs in the yo form such as voy, salgo, conozco</li> <li>• the present progressive tense to state what destination they are currently looking for, for example.</li> <li>• connecting words</li> </ul>	<p>in Spanish</p> <ul style="list-style-type: none"> <li>• sharing basic information about their hometown</li> <li>• inferring the meaning of new phrases and audio or text's meaning</li> <li>• providing details and elaboration to their responses</li> <li>• writing in a series of sentences or connected sentences</li> </ul>
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Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 Honors Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 Honors Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p><b>Goal/challenge</b> - navigating around a city</p> <p><b>Role for student</b> - tourist</p> <p><b>Audience for student work</b> - friend</p> <p><b>Situation</b> - reading and giving directions to get to a new location</p> <p><b>Products and performances generated by student</b> - The student will listen to a conversation between two locals describing an interesting destination in the city. The student will interpret GPS directions and follow along on a map in order to find the destination. The student will then text their friend and tell the friend where the destination is located. The student will participate in a conversation where they will be asked about a place of interest that they researched and included in their zine project.</p> <p><b>Standards/criteria for judging success</b>- novice high proficiency</p>

	<p><a href="https://imgcdn.larepublica.co/cms/2021/04/05/161903/Globo_CiudadesMasPobladasLatam_Web.jpg?">https://imgcdn.larepublica.co/cms/2021/04/05/161903/Globo_CiudadesMasPobladasLatam_Web.jpg?</a></p> <p><a href="https://www.youtube.com/watch?v=JgCiEPD9RQ&amp;t=59s">https://www.youtube.com/watch?v=JgCiEPD9RQ&amp;t=59s</a></p>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
A	The students look at a map of a city in a Spanish-speaking country and list differences and similarities with their own town.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
T	<ul style="list-style-type: none"> <li>The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
T	<ul style="list-style-type: none"> <li>The student engages in various activities and games to review stories and provide repetition of target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
T	<ul style="list-style-type: none"> <li>The teacher and students co-construct stories throughout the unit using target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses a variety of comprehensible input techniques to engage students in stories about cities and towns, an meeting in a cafe and a girl going shopping in a small town.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
A	<ul style="list-style-type: none"> <li>The student listens to the number of inhabitants various cities in Latin America</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student watches videos on towns and cities in Spain and Latin America and identify the sights and points of interest</li> </ul>	
	<ul style="list-style-type: none"> <li>The student writes an email introducing their hometown</li> </ul>	

M, A	and what they can expect to do here.	
M, A	<ul style="list-style-type: none"> <li>• The student makes recommendations of favorite stores in their hometown</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student works with a partner to tell them where things are located around town</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student role plays scenes in a small shop</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student role plays giving and receiving directions</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The student watches a video in Spanish about different ways of getting around Barcelona</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• The teacher uses the Write and Discuss technique to model sentence structure and presents a mini lesson on connecting words.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students continue working on their year-long project. During this unit, students will research key points of interest in the city.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul>	
M, A	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 5: Food Culture

### Stage 1 Desired Results

**ACTFL 1.1 Interpersonal Communication:**

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**ACTFL 1.2 Interpretive Communication:**

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**ACTFL 2.2 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.

**ACTFL 3.2 Acquiring Information and Diverse Perspectives:**

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**Transfer**

*Students will be able to independently use their learning to...*

- Read, interpret and synthesize information from a variety of texts about eating in a Spanish-speaking country
- Communicate preferences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.

**Meaning**
**UNDERSTANDINGS**

*Students will understand that...*

- Food is a unifying theme in Spanish-speaking culture.
- Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.
- Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.

**ESSENTIAL QUESTIONS**

*Students will keep considering...*

- How are eating habits different in various countries?
- What role does food play in cultures?

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• vocabulary related to food</li> <li>• vocabulary and phrases related to ordering in a restaurant</li> <li>• typical dishes from Spanish-speaking countries</li> <li>• vocabulary related to expressing their food preferences</li> <li>• the irregular verbs pedir and servir</li> <li>• using the near future (ir + a + infinitive) to ask what other are going to eat/drink and to say where they are going to eat</li> <li>• sentence structure with modal verbs (conjugated verb and infinitive)</li> <li>• direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• ordering in a restaurant</li> <li>• describing typical dishes from Spanish-speaking countries</li> <li>• listing foods they love</li> <li>• inferring the meaning of new phrases and audio or text's meaning</li> <li>• providing details and elaboration to their responses</li> <li>• writing in a series of sentences or connected sentences</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 Honors Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 Honors Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - choosing a restaurant and ordering a meal</p> <p><b>Role for student</b> - leader of Spanish club field trip</p> <p><b>Audience for student work</b> - other members of Spanish club, waiter at restaurant</p> <p><b>Situation</b> - The student is the leader of the Spanish club field trip to a Spanish-speaking country. They will watch a video review for a restaurant and read a review of another restaurant in a Spanish-speaking country. The student will identify the main idea, details and key words of both sources. Honors students will also infer the meaning of unknown words and infer meaning of the audio and text sources.</p> <p><b>Products and performances generated by student</b> - The student will then write a text to their Spanish club group chat, informing them of where the group will be going to eat and why they chose that restaurant. The student will then participate in a simulated conversation with a waiter. They will interact in Spanish and order their meal, using information learned during their research project creating the zine.</p> <p><b>Standards/criteria for judging success</b>- novice high proficiency</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>
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Stage 3 – Learning Plan		
	<b><i>Pre-Assessment</i></b>	
A	Students brainstorm words for food items that they know in Spanish.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A	<ul style="list-style-type: none"> <li>The teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
A	<ul style="list-style-type: none"> <li>The student engages in various activities and games to review stories and provide repetition of target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher conducts a class survey about which foods students love and hate to eat for each meal.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher and students co-construct stories throughout the unit using target structures.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses the picture talk technique to discuss artwork by Carmen Lomas Garza depicting familial scenes in the kitchen</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student describes the foods and familial kitchen senses visible in the artwork by Carmen Lomas Garza.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses the picture talk technique to present</li> </ul>	

	the photography series Around the World in 80 Diets, showing photos of food from the US and Spanish-speaking countries.	
T, M, A	<ul style="list-style-type: none"> <li>The student describes the foods visible in the photography series Around the World in 80 Diets.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The teacher uses a variety of comprehensible input techniques to engage students in stories about ordering in a restaurant.</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher uses the Write and Discuss technique to model sentence structure and present a mini lesson on direct object pronouns.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student watches videos on tapas in Spain, people ordering in a cafe, and an accident in a restaurant.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student engages in a role playing activity between a waiter and a customer ordering in a restaurant.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student will practice asking and answering questions about personal food preferences.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student researches a typical dish from a Spanish-speaking country and identifies its main ingredients in Spanish.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>The student presents a typical dish from a Spanish-speaking country.</li> </ul>	
A	<ul style="list-style-type: none"> <li>The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>Students will continue working on their year-long</li> </ul>	

M, A	<p>project. During this unit, students will research a restaurant and typical dish from their destination country.</p> <ul style="list-style-type: none"> <li>Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="https://edpuzzle.com/media/67cdce2763bd396c1cfd010a">https://edpuzzle.com/media/67cdce2763bd396c1cfd010a</a></p> <p><a href="https://edpuzzle.com/media/67cdcd9840346232cb996b15">https://edpuzzle.com/media/67cdcd9840346232cb996b15</a></p> <p><a href="https://docs.google.com/presentation/d/1lbn4a_xOg1DQsxR5qEHu5ZGy8H_ilHmOPvYCMC7zBSc/edit?usp=sharing">https://docs.google.com/presentation/d/1lbn4a_xOg1DQsxR5qEHu5ZGy8H_ilHmOPvYCMC7zBSc/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/1H766qE5LbN26sRzhpsVsu8BttX14xYOKAITr8NfW5eA/edit?usp=sharing">https://docs.google.com/presentation/d/1H766qE5LbN26sRzhpsVsu8BttX14xYOKAITr8NfW5eA/edit?usp=sharing</a></p>	
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## Unit 6: Wildlife Conservation

### Stage 1 Desired Results

<p><b>ACTFL 1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>ACTFL 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>ACTFL 1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>ACTFL 2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts.</li> <li>• Communicate preferences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels</li> <li>• Language is embedded within a cultural context</li> <li>• Local and regional environmental issues have a global impact</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does a region's geography, climate and natural resources affect the way people live and work?</li> <li>• What do I do when my ideas are more sophisticated than my ability to communicate them?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the third-person preterite tense</li> <li>• the present perfect to compare their previous experiences with those of the novel's characters</li> <li>• vocabulary within the novel "Robo en la noche"               <ul style="list-style-type: none"> <li>○ body parts</li> <li>○ family relationships</li> <li>○ dates</li> <li>○ numbers</li> </ul> </li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• reading a short novel in the target language.</li> <li>• summarizing the main idea of a novel</li> <li>• identifying details</li> <li>• describing settings and main characters</li> <li>• identifying characters' motivations</li> <li>• narrating in the past with support and scaffolding</li> <li>• inferring the meaning of new phrases and audio or text's meaning</li> </ul>


<p>cultures studied.</p> <p><b>ACTFL 3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> <li>○ geography</li> </ul>	<ul style="list-style-type: none"> <li>● providing details and elaboration to their responses</li> <li>● writing in a series of sentences or connected sentences</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<a href="#">Level 2 Honors Interpretive Reading and Listening Rubrics</a> , <a href="#">Level 2 Honors Interpersonal Writing and Speaking Rubrics</a>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS  <b>Goal/challenge</b> - campaigning to protect the environment</p> <p><b>Role for student</b> - leader of environmental impact club at school</p> <p><b>Audience for student work</b> - other students in Environmental Impact club</p> <p><b>Situation</b> - The student is a member of the Environmental Impact Club at school. After learning about environmental issues while reading “Robo en la noche” you decide you want to learn more about these types of problems.</p> <p><b>Products and performances generated by student</b> - The student reads an article about the Stop Animal Selfies movement in Costa Rica. The student also listens to a news report about the movement. The student then writes an email to the rest of the club to inform them of the environmental issue.</p> <p><b>Standards/criteria for judging success</b>- novice high proficiency</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Formal and informal interpretive reading assessments</li> <li>• Formal and informal interpretive listening assessments</li> <li>• Formal and informal presentational writing assessments</li> <li>• Informal presentational speaking assessments</li> <li>• Informal interpersonal speaking assessments</li> </ul>

### Stage 3 – Learning Plan

A	<b>Pre-Assessment</b> Students participate in a game to review what they have already learned about Costa Rica.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M, A	<ul style="list-style-type: none"> <li>The teacher will prepare mini lessons on Costa Rica and illegal bird trafficking</li> </ul>	<ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> </ul>
A	<ul style="list-style-type: none"> <li>The teacher presents target structures using total physical response (TPRS), visuals, circling and personalized questions and answers(PQA).</li> </ul>	<ul style="list-style-type: none"> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> </ul>
T, A	<ul style="list-style-type: none"> <li>The teacher guides students in reading the novel “Robo en la noche”, introducing new vocabulary by circling, yes or no questions, visuals, TPRS and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> </ul>
M,A	<ul style="list-style-type: none"> <li>The teacher uses the present perfect tense to have students compare their prior life experiences to those of the novel’s characters.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
M,A	<ul style="list-style-type: none"> <li>The teacher uses the Write and Discuss technique to summarize the differences and similarities in students’ life experiences and those of the novel’s characters, using the present perfect tense.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students make predictions about what they think will happen in the novel</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students make smash doodles about a chapter</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>The students compare themselves to a main character using a Venn diagram</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher and students will engage in review games,</li> </ul>	

<p>T, A</p> <p>A</p>	<p>group review activities and individual comprehension checks</p> <ul style="list-style-type: none"> <li>• The students will write true and false statements about the story</li> <li>• The teacher will use a variety of interactive reading and listening activities to review stories and offer additional exposure to target structures. Many options are available <a href="#">here</a>.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>The short story “La historia de Presley” The film “Rio” The novel “Robo en la noche”</p> <p><a href="https://elmundodebirch.wordpress.com/?s=robo+en+la+noche&amp;submit=Search">https://elmundodebirch.wordpress.com/?s=robo+en+la+noche&amp;submit=Search</a></p> <p><a href="https://drive.google.com/drive/folders/1u_GnnlCKCGvGsSw69p1VWAmByp8-cen-?usp=sharing">https://drive.google.com/drive/folders/1u_GnnlCKCGvGsSw69p1VWAmByp8-cen-?usp=sharing</a> (Stop animal selfies article for Grasp)</p> <p><a href="https://www.youtube.com/watch?v=B5oXz0-OFd4">https://www.youtube.com/watch?v=B5oXz0-OFd4</a>  <a href="https://www.youtube.com/watch?v=AjkdK75l-Ak">https://www.youtube.com/watch?v=AjkdK75l-Ak</a>  <a href="https://www.youtube.com/watch?v=g0qpWayT-ek">https://www.youtube.com/watch?v=g0qpWayT-ek</a>  <a href="https://www.youtube.com/watch?v=x6h_kTqGGvo">https://www.youtube.com/watch?v=x6h_kTqGGvo</a></p> <p> Robo en la noche - Resource List</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



German 2CP

April 2025

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## **Author of Course Guide**

Nina Money

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## German 2CP (Grade 10-12)

This novice high German course is designed for students who have already acquired basic proficiency in the language and wish to expand their skills. In this class, students will further develop their understanding of German grammar, vocabulary, and pronunciation while improving their speaking, reading, listening, and writing abilities with an emphasis on meaningful communication. The course focuses on building a deeper understanding of the language through real-world contexts, cultural exploration, and interactive exercises.

Students selecting this course are looking for a more scaffolded approach to language learning with less emphasis with precision of language and more emphasis on communication. There will be ample teacher support and time for practice during class time with minimal expectations for work outside of class. College prep assessments will be differentiated from the honors assessments through word banks, questions to guide student writing, and rubrics will reflect the emphasis on communication over grammatical accuracy and spelling.

Key areas of focus include:

1. **Grammar:** Review of essential and high frequency grammar points, with a focus on word order, the present tense and an introduction to the perfect tense.
2. **Vocabulary:** Expansion of vocabulary to include topics such as daily life, travel, vacations, cities and relationships.
3. **Speaking and Listening:** Enhanced conversation skills through role-playing and listening exercises that simulate real-life situations.
4. **Reading and Writing:** Improved reading comprehension with short stories, infographics and short informational texts. Writing practice includes email, and descriptive narratives.
5. **Cultural Awareness:** Insights into German-speaking cultures and traditions with an emphasis on how language is used in various cultural contexts.

## Connections to the Vision of a Graduate

Students in German 2CP will be developing their communication skills by listening, reading, writing and speaking in the target language and will understand that cultural context deepens language proficiency and comprehension. Students will practice critical thinking by comparing sentence structures, idioms and cultural expressions and by analyzing authentic texts, media and conversations. Students

will be problem-solving by engaging in real-life scenarios and navigating cultural differences and linguistic nuances. Students will understand that learning a language involves trial, error and persistence. Studying languages deepens students' understanding of global cultures, traditions and perspectives and builds social awareness by comparing their own culture to others. Students will practice self-management because mastering a second language requires discipline, practice and goal-setting. This course prepares students for the transition to intermediate-level German studies, helping them build the language proficiency necessary for academic, professional, or personal goals.

## Pacing Guide

Approximate Time Frame	
4-6 weeks	Unit 1: Traveling in Germany (Contemporary Life)
4-6 weeks	Unit 2: International travel (Global Challenges)
4-6 weeks	Unit 3: In the Hotel and Youth Hostel (Contemporary Life)
4-6 weeks	Unit 4: In the City (Beauty and Aesthetics)
4-6 weeks	Unit 5: Food Culture (Families and Communities)
4-6 weeks	Unit 6: Love and Relationships (Personal and Public Identities)

## Unit 1: Traveling in Germany

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 2.1: 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.</p> <p>ACTFL Standard 4.2: 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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about planning a trip and travelling by train.</li> <li>• Communicate travel preferences and plans effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> <li>• Select appropriate clothing and items to pack on a trip based on activities, terrain, and weather</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Language is embedded within a cultural context (e.g., behaviors, values)</li> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Proper planning and knowledge of one's destination will make for a positive experience while traveling.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What do travelers need to consider when planning a trip?</li> <li>• How do people use their vacation time to explore and enjoy German-speaking countries?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to toiletry items</li> <li>• vocabulary related to vacation activities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• writing a packing list</li> <li>• expressing preferences for vacation destinations and activities</li> </ul>




<p>CASEL Competency: Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<ul style="list-style-type: none"> <li>• vocabulary related to train travel</li> <li>• phrases to express preferences, likes and dislikes</li> <li>• using expressions of time to indicate future activities</li> <li>• regular verb conjugations</li> <li>• conjugation of modal verbs "können", "müssen", "wollen", "mögen"</li> <li>• information about Lichtenstein</li> </ul>	<ul style="list-style-type: none"> <li>• understanding short stories about preparing for a trip</li> <li>• booking a train ticket and travelling by train</li> <li>• reading a train schedule and station display</li> <li>• asking for information at a train station</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking and Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Planning a trip for the German American Partnership Program (GAPP)</p> <p>Role for student: Student advisor to GAPP</p> <p>Audience: Teacher who is advisor to GAPP</p> <p>Situation: You are meeting with the advisor to explain the travel plans and gain their approval for the trip</p> <p>Product or performance generated by student: Students will listen to a video describing travel to the Alps. Students will then read a travel itinerary to the North Sea coast. Students will identify the main idea, details and key words for both sources. Then students will write an email to their teacher explaining if they would prefer one of the two destinations presented in the sources. Then students will individually respond to their teacher's oral questions about where they would like to go and what students will need to bring on the trip</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>• formal and informal interpretative listening and reading assessments</li><li>• formal and informal interpersonal speaking assessments</li></ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
A	With a partner students generate a list of things they would bring on a vacation.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about vacation choices and vacation destinations in Germany</li> <li>Teacher presents a mini lesson on the geography of German speaking countries and popular holiday destinations</li> <li>Teacher presents a mini lesson to review and reteach regular, present tense verb conjugations</li> <li>Teacher presents a mini lesson to review the present tense conjugations of "können", "müssen", "wollen", "mögen",</li> <li>Students engage in information gap activities where people say what they want and need to pack from a journey</li> <li>Students engage in picture talks about what people do</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
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## Unit 2: International Travel

### Stage 1 Desired Results

ESTABLISHED GOALS	<b>Transfer</b>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about international travel experiences</li> <li>• Communicate about travel experiences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
<p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 3.2: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>CASEL competency Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse</p>	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Presenters select and use relevant anecdotes, details, media, and/or evidence to support the message.</li> <li>• Spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal.</li> <li>• Travel expands one's horizons as well as cultural understanding and respect.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why do people travel?</li> <li>• How does travel encourage personal growth?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to planes and airports</li> <li>• Namibia was a German colony</li> <li>• geography and culture of Namibia</li> <li>• the difference between "nach" and "zu"</li> <li>• irregular, present tense verb conjugations</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• preparing for a plane journey</li> <li>• telling the stories of people who travel for reasons other than pleasure</li> <li>• interviewing people</li> <li>• asking follow-up and clarifying questions</li> <li>• reading and responding to an informal email</li> </ul>

backgrounds, cultures, and contexts.	<ul style="list-style-type: none"> <li>• sentence structure of questions</li> </ul>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking and Presentational Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS            Goal/challenge: Telling the story of an unusual reason to travel</p> <p>Role for student: Journalist</p> <p>Audience for student work: Readers of the blog/paper</p> <p>Situation: Students interview a person who has travelled for an unusual reason and write an article on that person</p> <p>Products and performances generated by students: Students will generate 5-8 interview questions to ask for the person they made a banner for. Students will then interview the teacher who will act out the character in the story. Based on the information generated from the interview students will write a blog post about the person's travel experiences. Students will provide the main reason for the trip and some details they learned in the interview.</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>



T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M, A	Students brainstorm different reasons for travel.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about an exchange student to Germany, a man who immigrated to Germany and a family that adopts a child internationally</li> <li>Students listen to a information podcast about Namibia</li> <li>Teacher presents a map talk about Namibia</li> <li>Students engage in an information gap activity about air travel</li> <li>Teacher presents a mini lesson to review and reteach irregular verb conjugations</li> <li>Teacher presents a mini lesson on the sentence structure of questions</li> <li>Students interview each other about a trip</li> <li>Students label a picture of an airport</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

M, A	<ul style="list-style-type: none"> <li>Students write an email to a American exchange student in Germany</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>Students read an infographic about immigration to Germany</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students design a welcome banner and poster for either the immigrant returning home, the new baby or the exchange student</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher presents a mini lesson on sentence structure of questions, question words and yes, no questions</li> </ul> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>Voces online access</li> <li>Gimkit</li> <li>Namibia:  Namibiaworksheet.pdf</li> <li>Audio  Namibia: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1579705000/a/e6/95/05dasradcd2-mgm-1939356.mp3?download">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1579705000/a/e6/95/05dasradcd2-mgm-1939356.mp3?download</a></li> </ul>	

## Unit 3: At the Hotel and Youth Hostel

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 2.2: 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.</p> <p>ACTFL Standard 5.1: 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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Communicate about hotel and youth hostel experiences and challenges with varied audiences and while displaying appropriate cultural understanding.</li> <li>• Problem-solve when difficulties arise.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• the goal is effective communication, not word-for-word translation</li> <li>• spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal</li> <li>• the choice of accommodation is a reflection of an individual's needs, values and environment</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do people interact appropriately when problems arise?</li> <li>• How are breakfast cultures different in various countries?</li> <li>• How does architecture bring awareness to social justice?</li> </ul>

CASEL Competency: Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	Acquisition	
	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none"> <li>• adjectives used to describe places and objects</li> <li>• hotel vocabulary including amenities, services, furniture and breakfast food</li> <li>• expressions with "too" and "very"</li> <li>• basic information about an ice hotel and a garbage hotel</li> <li>• what people eat for breakfast in German speaking countries.</li> <li>• the modal vers "dürfen"</li> </ul>	<ul style="list-style-type: none"> <li>• explaining why they prefer one hotel over another.</li> <li>• managing problems that might arise at a hotel.</li> <li>• comparing different options of places to spend the night while traveling.</li> <li>• reading and listening about very unique hotel experiences.</li> <li>• saying what they want to eat and drink for breakfast</li> <li>• understanding rules</li> </ul>


## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Communicating about a problem and requesting a desired outcome</p> <p>Role for student: Student must manage the situation with the “concierge”(teacher) by pointing out the issues and requesting appropriate solutions.</p> <p>Audience for student work: Concierge of hotel</p> <p>Situation - Student arrives at their “hotel” and it is not how it was advertised</p> <p>Products and performances generated by students: The student reads an advertisement for the hotel room they will be staying at and the amenities it will offer. The student then receives a voicemail from their friend who has already arrived at the hotel. The friend will inform the student of the problems with the hotel. The students will identify the main idea, details and key words of the audio and text. The student will write an email to the management outlining the problems and requesting solutions.</p> <p>Standards/criteria for judging success -</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• formal and informal interpretive reading assessments</li> <li>• formal and informal interpretive listening assessments</li> <li>• informal presentational speaking and writing assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
A	Students list what they would expect to find in a hotel.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	<ul style="list-style-type: none"><li>Students practice asking and answering unit's personal questions together</li><li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li><li>Students engage in various activities and games to review stories and provide repetition of target structures.</li><li>Teacher and students co-construct stories throughout the unit using target structures.</li><li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li><li>Teacher uses a variety of comprehensible input techniques to engage students in stories about hotels and youth hostels including very unique experiences.</li><li>Students engage in role-play activities between hotel staff and guests.</li><li>Students describe and compare hotels and hotel rooms</li><li>Students identify problems with hotel rooms and come up with solutions.</li><li>Students read the rules of a youth hostel</li><li>Students list what they are and are not allowed to do at school and at home</li><li>Students listen to what a family in a German-speaking country eats for breakfast.</li><li>Students watch a video about a typical German breakfast</li></ul>	<ul style="list-style-type: none"><li>the teacher observes student paired practice</li><li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li><li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li><li>the teacher reviews students’ responses to multiple choice comprehension questions</li></ul>
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M, A	<ul style="list-style-type: none"> <li>Students do an information gap activity on what different people want for breakfast from a traditional youth hostel breakfast buffet</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>Voces online access</li> <li>Anne Matava story scripts</li> <li>Gimkit</li> <li> Fruehstueck.pdf</li> <li>Breakfast video:              <a href="https://www.dw.com/en/how-to-eat-breakfast-like-a-weltmeister-in-germany-meet-the-germans/video-36693552">https://www.dw.com/en/how-to-eat-breakfast-like-a-weltmeister-in-germany-meet-the-germans/video-36693552</a> </li> <li>Breakfast audio:              <a href="https://drive.google.com/file/d/12WehYtRukY3rJ2EPgeiTfd6Eth9cMU3y/view?usp=sharing">https://drive.google.com/file/d/12WehYtRukY3rJ2EPgeiTfd6Eth9cMU3y/view?usp=sharing</a> </li> </ul>	

## Unit 4: In the City

### Stage 1 Desired Results

ESTABLISHED GOALS	<b>Transfer</b>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about cities and towns in German-speaking countries.</li> <li>• Communicate about cities effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
<p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 2.1: 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.</p> <p>CASEL Competency: Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p>	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• City life offers entertainment and cultural experiences for all ages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are differences and similarities between cities in German-speaking countries and in the US?</li> <li>• How can people find their way around a new city?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to places in town</li> <li>• vocabulary related to giving directions</li> <li>• prepositions of place and two-way prepositions</li> <li>• expressions related to modes of city transportation</li> <li>• modal verb "sollen"</li> <li>• the impersonal pronoun "man"</li> <li>• numbers above 1000</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Giving and receiving directions</li> <li>• Describing locations of places</li> <li>• Understanding short stories about city life in German</li> <li>• Sharing basic information about their hometown</li> </ul>

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|--|--|--|
|  | <ul style="list-style-type: none"><li>• polite/formal imperative</li></ul> |  |
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Navigating around a town</p> <p>Role for student: Person new to the town</p> <p>Audience for student work: Resident of the town</p> <p>Situation: Asking and receiving directions to get to a new location.</p> <p>Products and performances generated by students: In a small group students will draw a map of a town which includes many of the features of German-speaking towns. They will then write down destinations for a tourist to visit in their town. Students will record themselves asking a peer how to get to one of the destinations and their classmate will give them directions to follow.</p> <p>Standards/criteria for judging success: rubric ACTFL novice high rubric and rubric specific to this task</p>
T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
T, M, A	The students look at a map of a historic town in Germany and list differences and similarities with their own town.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about cities and towns, a journey to a cafe, and a girl going shopping in a small town.</li> <li>Teacher presents a mini lesson on the polite/formal imperative</li> <li>Students listen to the number of inhabitants various cities in Austria have</li> <li>Students watch videos on towns and cities in Austria and identify the sights and points of interest</li> <li>Teacher presents a map talk on Vienna</li> <li>Students engage in a webquest on Vienna</li> <li>Students read an email of a person introducing Vienna</li> <li>Students write an email introducing their home town and what they can expect to do here.</li> <li>Students work with a partner to tell them where things are located</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

<p>A</p> <p>T, M, A</p> <p>M, A</p>	<ul style="list-style-type: none"> <li>• Students role play scenes in small shop and market</li> <li>• Students engage in information gap activities for giving directions</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Anne Matava story scripts</li> <li>• Maps of German cities and public transport systems</li> <li>• Play food and toy cars</li> </ul>	
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## Unit 5: Food Culture

## Stage 1 Desired Results

ESTABLISHED GOALS	<b>Transfer</b>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about food and restaurant experiences.</li> <li>• Communicate ideas in restaurant situations and food preferences to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
<p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 2.2: 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.</p> <p>ACTFL Standard 3.1: 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.</p>	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Food is a unifying theme in German-speaking culture.</li> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>• Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are eating habits different in various countries?</li> <li>• What role does food play in cultures?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to food</li> <li>• how to order in a cafe</li> <li>• reviews of verbs to eat and to drink</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• expressing preferences related to food</li> <li>• ordering food and drink in a cafe</li> <li>• describing fast food options</li> </ul>

<p>CASEL Competency</p> <p>Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<ul style="list-style-type: none"> <li>• functional phrases in the conjunctive mode</li> <li>• the verb "schmecken" and "gefallen"</li> <li>• -ieren verbs</li> <li>• adjectives related to taste</li> <li>• adjectives/adverbs fast and slow</li> </ul>	<ul style="list-style-type: none"> <li>• describing their favorite sandwich</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Choosing a restaurant and ordering a meal</p> <p>Role for student - Student advisor to GAPP</p> <p>Audience for student work: Other members of GAPP, waiter at restaurant</p> <p>Situation - The student is the student advisor to GAPP. They will watch a video review for a restaurant and read a review of another restaurant in a German-speaking country. The student will identify the main idea, details and key words of both sources.</p> <p>Products and performances generated by students - The student will then write a text to their GAPP chat, informing them of where the group will be going to eat and why they chose that restaurant. The student will then participate in a simulated conversation with a waiter. They will interact in German and order their meal.</p> <p>Standards/criteria for judging success: ACTFL novice high rubric</p>
T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>



### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
A	Students identify food cognates and compare the pronunciation in German and English.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about an unusual cafe, a birthday dinner, and a family dinner</li> <li>Teacher presents a mini lesson on the verb "gefallen" and "schmecken"</li> <li>Students read an infographic about fast food preferences in German-speaking countries</li> <li>Students participate in a gallery walk of German fast food options and identify similarities and differences to US fast food options</li> <li>Students read German fast food and Cafe menus</li> <li>Students engage in conversations about personal food preferences</li> <li>Students watch a video about an unusual sandwich</li> <li>Students participate in an information gap activity about a conversation in a cafe</li> <li>Students engage in role playing activities between a</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

A M, A A	<p>waiter and a customer in a cafe</p> <ul style="list-style-type: none"> <li>• Students match adjectives and food items</li> <li>• Students watch a video about a conversation in a cafe</li> <li>• Students provide text for a comic strip about a dinner that has gone wrong</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Gimkit</li> <li>• Anne Matava Story scripts</li> <li>•  How to order Coffee in Germany?   Super Easy G...</li> <li>• Pictures of German fast food</li> <li>•  Das Verb „schmecken" - comic activity</li> </ul>	
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## Unit 6: Relationships

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about relationships and love</li> <li>• Communicate about relationships and romantic feelings effectively to a variety of audiences, demonstrating cultural sensitive and understanding</li> </ul>	
<p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 4.1: 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.</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• not all relationships are healthy</li> <li>• it's important to be true to yourself in a relationship</li> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is important in a healthy relationship?</li> <li>• How do people of different generations and cultures interact with each other?</li> </ul>
	<i>Acquisition</i>	
<p>ACTFL Standard 5.2: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>CASEL Competency: Relationship skills: The abilities to establish and maintain healthy</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to relationships</li> <li>• regular verbs in the perfect tense</li> <li>• some important irregular verbs in the perfect tense</li> <li>• a love song in German</li> <li>• the German music group "die Ärzte"</li> <li>• "sein" und "haben" in the imperfect tense</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• telling a story in a past tense</li> <li>• identifying traits of healthy and unhealthy relationships</li> <li>• expressing their feelings</li> <li>• writing love letters</li> </ul>

and supportive relationships and to effectively navigate settings with diverse individuals and groups.		
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## Stage 2




Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Interviewing a popstar in German</p> <p>Role for student: Popstar</p> <p>Audience for student work: Fans</p> <p>Situation: The popstar is being interviewed about their inspiration for a song and retell the story of a failed relationship</p> <p>Products and performances generated by students: The students will read the story of a failed relationship and listen to the song inspired by this relationship. Students will identify the main idea, details and key words of the text and the audio source. Students will then orally answer questions about the song and its inspiration taking on the role of the popstar. Students will answer the questions about the inspiration in the past tense using functional chunks.</p> <p>Standards/criteria for judging success: rubric ACTFL novice high rubric and a rubric specific for this performance task</p>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
M	Students listen to a German love song and guess the meaning of the song.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in story about a relationship</li> <li>Students listen to German love song and do comprehension activities</li> <li>Students identify common features of love songs</li> <li>Students read and write love letters</li> <li>Students watch a movie about a relationship</li> <li>Students engage in information gap activity about relationships based on the movie</li> <li>Students do a webquest on the German music group "die Ärzte"</li> <li>Teacher provides a series of mini lessons for students on regular and irregular verbs in the perfect tense</li> <li>Teacher presents a mini lesson on the imperfect forms of the verbs "to have" and "to be"</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides "on the spot" <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students' written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students' responses to multiple choice comprehension questions</li> </ul>

A	<ul style="list-style-type: none"> <li>• Students match past participle with the infinitive of high frequency verbs</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students do sentence order activities in the perfect tense</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Gimkit</li> <li>•  Geschichte: Zu Spät für die Liebe</li> <li>•  Die Ärzte-Zu Spät</li> <li>•  Chicken or the Egg [3D animated short film]  </li> </ul>	

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



German 2 Honors

April 2025

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## **Author of Course Guide**

Nina Money

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## German 2H (Grade 10-12)

This novice high German course is designed for students who have already acquired basic proficiency in the language and wish to expand their skills. In this class, students will further develop their understanding of German grammar, vocabulary, and pronunciation while improving their speaking, reading, listening, and writing abilities with an emphasis on meaningful communication. The course focuses on building a deeper understanding of the language through real-world contexts, cultural exploration, and interactive exercises.

German 2 Honors is a fast paced course where students are working more independently with the teacher guiding their learning and progress as a coach. Throughout the course students are expected to communicate effectively and provide elaboration in writing and speaking as well as achieve a high level of grammatical accuracy especially in present tense conjugations and the capitalization of nouns. They are expected to practice their language skills in the classroom through spontaneous interactions with their peers and teacher and complete weekly independent practice assignments at home.

Key areas of focus include:

1. **Grammar:** Review of essential and high frequency grammar points, with a focus on word order, the present tense and an introduction to the perfect tense.
2. **Vocabulary:** Expansion of vocabulary to include topics such as daily life, travel, vacations, cities and relationships.
3. **Speaking and Listening:** Enhanced conversation skills through role-playing and listening exercises that simulate real-life situations.
4. **Reading and Writing:** Improved reading comprehension with short stories, infographics and short informational texts. Writing practice includes email, and descriptive narratives.
5. **Cultural Awareness:** Insights into German-speaking cultures and traditions with an emphasis on how language is used in various cultural contexts.

## Vision of a Graduate

Students in German 2H will be developing their communication skills by listening, reading, writing and speaking in the target language and will understand that cultural context deepens language proficiency and comprehension. Students will practice critical thinking by comparing sentence structures, idioms and cultural expressions and by analyzing authentic texts, media and conversations. Students

will be problem-solving by engaging in real-life scenarios and navigating cultural differences and linguistic nuances. Students will understand that learning a language involves trial, error and persistence. Studying languages deepens students' understanding of global cultures, traditions and perspectives and builds social awareness by comparing their own culture to others. Students will practice self-management because mastering a second language requires discipline, practice and goal-setting. This course prepares students for the transition to intermediate-level German studies, helping them build the language proficiency necessary for academic, professional, or personal goals.

## Pacing Guide

Approximate Time Frame	
4-6 weeks	Unit 1: Traveling in Germany (Contemporary Life)
4-6 weeks	Unit 2: International travel (Global Challenges)
4-6 weeks	Unit 3: In the Hotel and Youth Hostel (Contemporary Life)
4-6 weeks	Unit 4: In the City (Beauty and Aesthetics)
4-6 weeks	Unit 5: Food Culture (Families and Communities)
4-6 weeks	Unit 6: Love and Relationships (Personal and Public Identities)



# Unit 1:Traveling in Germany

## Stage 1 Desired Results

ESTABLISHED GOALS	<b>Transfer</b>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 2.1: 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</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about planning a trip and travelling by train.</li> <li>• Communicate travel preferences and plans effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> <li>• Select appropriate clothing and items to pack on a trip based on activities, terrain, and weather</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Language is embedded within a cultural context (e.g., behaviors, values)</li> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Proper planning and knowledge of one's destination will make for a positive experience while traveling.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What do travelers need to consider when planning a trip?</li> <li>• How do people use their vacation time to explore and enjoy German-speaking countries?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to toiletry items</li> <li>• vocabulary related to vacation activities</li> <li>• vocabulary related to train travel</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• writing a packing list</li> <li>• expressing preferences for vacation destinations and activities</li> <li>• understanding short stories about</li> </ul>

<p>studied.</p> <p>ACTFL Standard 2.2: 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.</p> <p>ACTFL Standard 4.2: 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.</p> <p>CASEL Competency: Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<ul style="list-style-type: none"> <li>• phrases to express preferences, likes and dislikes</li> <li>• using expressions of time to indicate future activities</li> <li>• regular verb conjugations</li> <li>• conjugation of modal verbs "können", "müssen", "wollen", "mögen" and "sollen"</li> <li>• sentence structure with modal verbs</li> <li>• information about Lichtenstein</li> <li>• the accusative case</li> </ul>	<p>preparing for a trip</p> <ul style="list-style-type: none"> <li>• booking a train ticket and travelling by train</li> <li>• reading a train schedule and station display</li> <li>• asking for information at a train station</li> </ul>
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Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking and Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Planning a trip for the German American Partnership Program (GAPP)</p> <p>Role for student: Student advisor to GAPP</p> <p>Audience: Teacher who is advisor to GAPP</p> <p>Situation: You are meeting with the advisor to explain the travel plans and gain their approval for the trip</p> <p>Product or performance generated by student: Students will listen to a video describing travel to the Alps. Students will then read a travel itinerary to the North Sea coast. Students will identify the main idea, details and key words for both sources. Honors students will infer meaning of new words and infer meaning of the audio. Then students will write an email to their teacher explaining if they would prefer one of the two destinations presented in the sources or the destination that they researched for their zine project. Then students will individually respond to their teacher's oral questions about where they would like to go and what students will need to bring on the trip</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• formal and informal interpretative listening and reading assessments</li> <li>• formal and informal interpersonal speaking assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
A	With a partner students generate a list of things they would bring on a vacation.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	<ul style="list-style-type: none"> <li>Students practice asking and answering unit's personal questions together</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
A	<ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about vacation choices and vacation destinations in Germany</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>Teacher presents a mini lesson on the geography of German speaking countries and popular holiday destinations</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher presents a mini lesson to review and reteach regular, present tense verb conjugations</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher presents a mini lesson to review the present tense conjugations of "können", "müssen", "wollen", "mögen" and "sollen"</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students write sentences with modal verbs using sentence frames</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher presents a mini lesson on the accusative case</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students engage in information gap activities where</li> </ul>	

T, M, A	<p>people say what they want and need to pack from a journey</p> <ul style="list-style-type: none"> <li>• Students engage in picture talks about what people do on their vacations including hiking scenes, beach scenes and winter sports</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>• Students read and write packing lists for various kinds of vacations</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students act out scenes at the ticket counter</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students engage in a webquest activity to book a train ticket in German</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Teacher presents a mini lesson on Lichtenstein</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students participate in information gap activities on a information board at a German train station</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Students watch a video about different types of trains in Germany</li> </ul>	
A, M	<ul style="list-style-type: none"> <li>• Students watch a advertisement for a German train</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Students watch a movie about a field trip on a train</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• Students read a brochure about what to do in Garmisch-Partenkirchen</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students write a letter home after a trip to Garmisch-Partenkirchen</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will select a tourist destination in a German-speaking country for this year-long project. During this unit, students will research the country's location, geographical features and important sites and towns, etc.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their destination of choice.</li> </ul>	
	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

	<ul style="list-style-type: none"> <li>• online Voces access</li> <li>• Anne Matava story scripts</li> <li>• Gimkit</li> <li>• Pictures of German vacation destinations</li> <li>• Peppa Pig train travel: <a href="#">Peppa Wutz</a> 🚂 <a href="#">Die Zugfahrt</a> 🚂 <a href="#">Peppa Pig Deutsch Neue Folgen   Cartoons für Kinder</a></li> <li>• Promotional material for Garmisch:  <input type="checkbox"/> In Garmisch Promotion </li> </ul>	
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## Unit 2: International Travel

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 2.1: 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</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about international travel experiences</li> <li>• Communicate about travel experiences effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Presenters select and use relevant anecdotes, details, media, and/or evidence to support the message.</li> <li>• Spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal.</li> <li>• Travel expands one's horizons as well as cultural understanding and respect.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why do people travel?</li> <li>• How does travel encourage personal growth?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to planes and airports</li> <li>• Namibia was a German colony</li> <li>• geography and culture of Namibia</li> <li>• the difference between "nach" and "zu" with the dative</li> <li>• irregular, present tense verb</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• preparing for a plane journey</li> <li>• telling the stories of people who travel for reasons other than pleasure</li> <li>• interviewing people</li> <li>• asking follow-up and clarifying questions</li> <li>• reading and responding to an informal email</li> </ul>




<p>studied.</p> <p>ACTFL Standard 3.2: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>CASEL competency Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p>	<p>conjugations</p> <ul style="list-style-type: none"> <li>• sentence structure of questions</li> <li>• the dative case</li> </ul>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking and Presentational Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS            Goal/challenge: Telling the story of an unusual reason to travel</p> <p>Role for student: Journalist</p> <p>Audience for student work: Readers of the blog/paper</p> <p>Situation: Student interviews a person who has travelled for an unusual reason and write an article on that person</p> <p>Products and performances generated by students: Students will generate 8-10 interview questions to ask for the person they made a banner for. Students will then interview the teacher who will act out the character in the story. Based on the information generated from the interview students will write a blog post about the person's travel experiences and impact the journey had on their life. Students will provide details of the trip, any problems they encounter and elaborate on the impact the trip had on their life.</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	Students brain storm different reasons for travel.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about an exchange student to Germany, a man who immigrated to Germany and a family that adopts a child internationally</li> <li>Students listen to a information podcast about Namibia</li> <li>Teacher presents a map talk about Namibia</li> <li>Students engage in an information gap activity about air travel</li> <li>Teacher presents a mini lesson to review and reteach irregular verb conjugations</li> <li>Teacher presents a mini lesson on the sentence structure of questions</li> <li>Teacher presents a mini lesson on the dative case</li> <li>Students interview each other about a trip</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

<p>A</p> <p>M, A</p> <p>M, A</p> <p>T, M, A</p> <p>A</p> <p>M, A</p> <p>M, A</p>	<ul style="list-style-type: none"> <li>• Students label a picture of an airport</li> <li>• Students write an email to a American exchange student in Germany</li> <li>• Students read an infographic about immigration to Germany</li> <li>• Students design a welcome banner and poster for either the immigrant returning home, the new baby or the exchange student</li> <li>• Teacher presents a mini lesson on sentence structure of questions, question words and yes, no questions</li> <li>• Students will select a tourist destination in a German-speaking country for this year-long project. During this unit, students will research a hotel in their destination.</li> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. ;</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Gimkit</li> <li>• Namibia:  Namibiaworksheet.pdf</li> <li>• Audio Namibia: <a href="https://d3ddkgxe55ca6c.cloudfront.net/assets/t1579705000/a/e6/95/05dasradcd2-mgm-1939356.mp3?download">https://d3ddkgxe55ca6c.cloudfront.net/assets/t1579705000/a/e6/95/05dasradcd2-mgm-1939356.mp3?download</a></li> </ul>	
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## Unit 3: At the Hotel and Youth Hostel

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 2.2: 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</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Communicate about hotel and youth hostel experiences and challenges with varied audiences and while displaying appropriate cultural understanding.</li> <li>• Problem-solve when difficulties arise.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• the goal is effective communication, not word-for-word translation</li> <li>• spontaneous and appropriate responses are vital to keep the conversation flowing around a common topic/goal</li> <li>• the choice of accommodation is a reflection of an individual's needs, values and environment</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do people interact appropriately when problems arise?</li> <li>• How are breakfast cultures different in various countries?</li> <li>• How does architecture bring awareness to social justice?</li> </ul>

<p>studied.</p> <p>ACTFL Standard 4.2: 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.</p> <p>ACTFL Standard 5.1: 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.</p> <p>CASEL Competency: Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• adjectives used to describe places and objects</li> <li>• hotel vocabulary including amenities, services, furniture and breakfast food</li> <li>• expressions with "too" and "very"</li> <li>• basic information about an ice hotel and a garbage hotel</li> <li>• what people eat for breakfast in German speaking countries.</li> <li>• the modal vers "dürfen"</li> <li>• the comparative and superlative</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• explaining why they prefer one hotel over another.</li> <li>• managing problems that might arise at a hotel.</li> <li>• comparing different options of places to spend the night while traveling.</li> <li>• reading and listening about very unique hotel experiences.</li> <li>• saying what they want to eat and drink for breakfast</li> <li>• understanding rules</li> </ul>

## Stage 2


Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Interpretive Performance and Proficiency Rubric</p> <p>ACTFL - Interpersonal Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Communicating about a problem and requesting a desired outcome</p> <p>Role for student: Student must manage the situation with the “concierge”(teacher) by pointing out the issues and requesting appropriate solutions.</p> <p>Audience for student work: Concierge of hotel</p> <p>Situation: Student arrives at their “hotel” and it is not how it was advertised</p> <p>Products and performances generated by student: The student reads an advertisement for the hotel room they will be staying at and the amenities it will offer. The student then receives a voicemail from their friend who has already arrived at the hotel. The friend will inform the student of the problems with the hotel. The students will identify the main idea, details and key words of the audio and text. Honors students will infer the meaning of unknown words and the meaning of the text and audio. The student will write an email to the management outlining the problems and requesting solutions. They should include at least one comparison with the hotel that they researched for their zine project.</p> <p>Standards/criteria for judging success -</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice-High rubric</li> </ul>



T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quiz</li> <li>• formal and informal interpretive reading assessments</li> <li>• formal and informal interpretive listening assessments</li> <li>• informal presentational speaking and writing assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Students list what they would expect to find in a hotel.	
M, A  A  T, M, A  T, M, A  T, M, A  T, M, A  M, A  A  A T, M, A  M,A A  M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Students practice asking and answering unit's personal questions together</li> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about hotels and youth hostels including very unique experiences.</li> <li>Students engage in role-play activities between hotel staff and guests.</li> <li>Teacher presents a mini lesson on the comparative and superlative</li> <li>Students describe and compare hotels and hotel rooms</li> <li>Students identify problems with hotel rooms and come up with solutions.</li> <li>Students read the rules of a youth hostel</li> <li>Students list what they are and are not allowed to do at school and at home</li> <li>Students listen to what a family in a German-speaking country eats for breakfast.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

M, A	<ul style="list-style-type: none"> <li>Students watch a video about a typical German breakfast</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>Students do an information gap activity on what different people want for breakfast from a traditional youth hostel breakfast buffet</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>Voces online access</li> <li>Anne Matava story scripts</li> <li>Gimkit</li> <li> Fruehstueck.pdf</li> <li>Breakfast video: <a href="https://www.dw.com/en/how-to-eat-breakfast-like-a-welt-meister-in-germany-meet-the-germans/video-36693552">https://www.dw.com/en/how-to-eat-breakfast-like-a-welt-meister-in-germany-meet-the-germans/video-36693552</a></li> <li>Breakfast audio: <a href="https://drive.google.com/file/d/12WehYtRukY3rJ2EPgeiTfd6Eth9cMU3y/view?usp=sharing">https://drive.google.com/file/d/12WehYtRukY3rJ2EPgeiTfd6Eth9cMU3y/view?usp=sharing</a></li> </ul>	

## Unit 4: In the City

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 2.1: 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</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about cities and towns in German-speaking countries.</li> <li>• Communicate about cities effectively to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Every source has a message that can be understood at literal and figurative levels.</li> <li>• Language is embedded within a cultural context (e.g., behaviors, values).</li> <li>• City life offers entertainment and cultural experiences for all ages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are differences and similarities between cities in German-speaking countries and in the US?</li> <li>• How can people find their way around a new city?</li> <li>• </li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to places in town</li> <li>• vocabulary related to giving directions</li> <li>• prepositions of place and two-way prepositions</li> <li>• expressions related to modes of city transportation</li> <li>• modal verb "sollen"</li> <li>• the impersonal pronoun "man"</li> <li>• numbers above 1000</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Giving and receiving directions</li> <li>• Describing locations of places</li> <li>• Understanding short stories about city life in German</li> <li>• Sharing basic information about their hometown</li> <li>• writing a paragraph</li> <li>• writing an email</li> </ul>

<p>studied.</p> <p>ACTFL Standard 2.2: 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.</p> <p>CASEL Competency: Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p>	<ul style="list-style-type: none"> <li>• polite/formal imperative</li> <li>• connecting words</li> </ul>	
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking and Writing Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Navigating around a town and introducing a town</p> <p>Role for student: Person new to the town</p> <p>Audience for student work: Resident of the town</p> <p>Situation: Asking and receiving directions to get to a new location and writing an email introducing their town</p> <p>Products and performances generated by students: In a small group students will draw a map of a town which includes many of the features of German-speaking towns. They will then write down destinations for a tourist to visit in their town. Students will record themselves asking a peer how to get to one of the destinations and their classmate will give them directions to follow. Honors students will then write a paragraph introducing the town that they made including recommendations for things to visit and do in their town. They will make comparisons to the points of interest they researched for their zine.</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
T, M, A	The students look at a map of a historic town in Germany and list differences and similarities with their own town.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about cities and towns, a journey to a cafe, and a girl going shopping in a small town.</li> <li>Teacher presents a mini lesson on the polite/formal imperative</li> <li>Teacher presents a mini lesson on connecting words</li> <li>Students listen to the number of inhabitants various cities in Austria have</li> <li>Students watch videos on towns and cities in Austria and identify the sights and points of interest</li> <li>Teacher presents a map talk on Vienna</li> <li>Students engage in a webquest on Vienna</li> <li>Students read an email of a person introducing Vienna</li> <li>Students write an email introducing their hometown and what they can expect to do here.</li> <li>Students write recommendations for businesses in their</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>



<p>A</p> <p>T, M, A</p> <p>M, A</p> <p>M, A</p>	<p>town.</p> <ul style="list-style-type: none"> <li>• Students work with a partner to tell them where things are located</li> <li>• Students role play scenes in small shop and market</li> <li>• Students engage in information gap activities for giving directions</li> <li>• Students continue working on their year-long project. During this unit, students will research key points of interest in the city.</li> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Anne Matava story scripts</li> <li>• Maps of German cities and public transport systems</li> <li>• Play food and toy cars</li> </ul>	
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## Unit 5: Food Culture

## Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 2.1: 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</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about food and restaurant experiences.</li> <li>• Communicate ideas in restaurant situations and food preferences to a variety of audiences, demonstrating cultural sensitivity and understanding.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Food is a unifying theme in German-speaking culture.</li> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> <li>• Interpersonal conversation is the ability to articulate ideas and information, decode the message received, and refine statements based on a given topic/goal.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are eating habits different in various countries?</li> <li>• What role does food play in cultures?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to food</li> <li>• how to order in a cafe</li> <li>• reviews of verbs to eat and to drink</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• expressing preferences related to food</li> <li>• ordering food and drink in a cafe</li> <li>• describing fast food options</li> </ul>

<p>studied.</p> <p>ACTFL Standard 2.2: 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.</p> <p>ACTFL Standard 3.1: 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</p> <p>CASEL CompetencyL Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<ul style="list-style-type: none"> <li>• functional phrases in the conjunctive mode</li> <li>• the verb "schmecken" and "gefallen"</li> <li>• -ieren verbs</li> <li>• adjectives related to taste</li> <li>• adjectives/adverbs fast and slow</li> <li>• the dative and accusative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• describing their favorite sandwich</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Speaking Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Choosing a restaurant and ordering a meal</p> <p>Role for student: Student advisor to GAPP</p> <p>Audience for student work: Other members of GAPP, waiter at restaurant</p> <p>Situation: The student is the student advisor to GAPP. They will watch a video review for a restaurant and read a review of another restaurant in a German-speaking country. The student will identify the main idea, details and key words of both sources. Honors students will also infer the meaning of unknown words and infer meaning of the audio and text sources.</p> <p>Products and performances generated by students: The student will then write a text to their GAPP chat, informing them of where the group will be going to eat and why they chose that restaurant. The student will then participate in a simulated conversation with a waiter. They will interact in German and order their meal, using information learned during their research project creating the zine.</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
A	Students identify food cognates and compare the pronunciation in German and English.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in stories about an unusual cafe, a birthday dinner, and a family dinner</li> <li>Teacher presents a mini lesson on the verb "gefallen" and "schmecken"</li> <li>Teacher presents a mini lesson the dative and accusative pronouns</li> <li>Students read an infographic about fast food preferences in German-speaking countries</li> <li>Students participate in a gallery walk of German fast food options and identify similarities and differences to US fast food options</li> <li>Students read German fast food and Cafe menus</li> <li>Students engage in conversations about personal food preferences</li> <li>Students watch a video about an unusual sandwich</li> <li>Students participate in an information gap activity about</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>the teacher observes student paired practice</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>

<p>M, A</p> <p>A</p> <p>M, A</p> <p>A</p> <p>M, A</p> <p>M, A</p>	<p>a conversation in a cafe</p> <ul style="list-style-type: none"> <li>• Students engage in role playing activities between a waiter and a customer in a cafe</li> <li>• Students match adjectives and food items</li> <li>• Students watch a video about a conversation in a cafe</li> <li>• Students write an original story about a dinner that goes wrong</li> <li>• Students will continue working on their year-long project. During this unit, students will research a restaurant and typical dish from their destination country.</li> <li>• Students will create a <a href="#">zine</a> to present the information gathered about their country of choice.</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Gimkit</li> <li>• Anne Matava Story scripts</li> <li>•  How to order Coffee in Germany?   Super Easy G...</li> <li>• Pictures of German fast food</li> <li>•  Das Verb „schmecken" - comic activity</li> </ul>	
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## Unit 6: Relationships

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ACTFL Standard 1.1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Read, interpret and synthesize information from a variety of texts about relationships and love</li> <li>• Communicate about relationships and romantic feelings effectively to a variety of audiences, demonstrating cultural sensitive and understanding</li> </ul>	
<p>ACTFL Standard 1.2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>ACTFL Standard 1.3: 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.</p> <p>ACTFL Standard 2.1: 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</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• not all relationships are healthy</li> <li>• it's important to be true to yourself in a relationship</li> <li>• Ongoing development in vocabulary, grammar, and sentence structure increases the capacity to make connections and inferences, and to draw conclusions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is important in a healthy relationship?</li> <li>• How do people of different generations and cultures interact with each other?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to relationships</li> <li>• regular verbs in the perfect tense</li> <li>• some important irregular verbs in the perfect tense</li> <li>• a love song in German</li> <li>• the German music group "die Ärzte"</li> <li>• "sein", "haben" and modal verbs in the imperfect tense</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• telling a story in a past tense</li> <li>• identifying traits of healthy and unhealthy relationships</li> <li>• expressing their feelings</li> <li>• writing love letters</li> </ul>






<p>studied.</p> <p>ACTFL Standard 2.2: 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.</p> <p>ACTFL Standard 4.1: 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.</p> <p>ACTFL Standard 5.2: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>CASEL Competency: Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	<ul style="list-style-type: none"> <li>• verbs with "sein" in the perfect tense</li> </ul>	
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Performance and Proficiency <a href="#">Rubric</a> (Novice High)	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: Interviewing a popstar in German</p> <p>Role for student: Popstar</p> <p>Audience for student work: Fans</p> <p>Situation: The popstar is being interviewed about their inspiration for a song and retell the story of a failed relationship</p> <p>Products and performances generated by students: The students will read the story of a failed relationship and listen to the song inspired by this relationship. Students will identify the main idea, details and key words of the text and the audio source. Honors students will also infer the meaning of unknown words and infer meaning of the audio and text sources. Students will then orally answer questions about the song and its inspiration taking on the role of the popstar. Students will answer the questions about the inspiration in the past tense.</p> <p>Standards/criteria for judging success-</p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL Novice High rubric</li> </ul>

T, M, A		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• vocabulary quizzes</li> <li>• formal and informal interpretative reading assessments</li> <li>• formal and informal interpretative listening assessments</li> </ul>
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Stage 3 – Learning Plan		
Code	<b>Pre-Assessment</b>	
M	Students listen to a German love song and guess the meaning of the song.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	<ul style="list-style-type: none"> <li>Teacher presents target structures using visuals, circling, and personalized questions and answers (PQA).</li> <li>Students engage in various activities and games to review stories and provide repetition of target structures.</li> <li>Teacher and students co-construct stories throughout the unit using target structures.</li> <li>Teacher engages in storytelling by circling, yes and no questions, visuals and repetition.</li> <li>Teacher uses a variety of comprehensible input techniques to engage students in story about a relationship</li> <li>Students listen to German love song and do comprehension activities</li> <li>Students identify common features of love songs</li> <li>Students read and write love letters</li> <li>Students watch a movie about a relationship</li> <li>Students engage in information gap activity about relationships based on the movie</li> <li>Students do a webquest on the German music group "die Ärzte"</li> <li>Teacher provides a series of mini lessons for students on regular and irregular verbs in the perfect tense</li> <li>Teacher presents a mini lesson on the imperfect forms of the verbs "haben", "sein", and the modal verbs.</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation of pair practice and group work</li> <li>the teacher provides “on the spot” <a href="#">corrective feedback</a> orally using the recast technique, explicit correction, clarification request, providing metalinguistic information, elicitation, repetition, and translation.</li> <li>the teacher reviews students’ written responses and provides positive competence feedback that describes students strengths and progress towards the level proficiency target</li> <li>the teacher reviews students’ responses to multiple choice comprehension questions</li> </ul>
T, M, A		
T, M, A		
T, M, A		
T, M, A		
M, A		
M, A		
T, M, A		
T, M, A		
T, M, A		
M, A		
A		
A		
A		

<p>A</p> <p>A</p>	<ul style="list-style-type: none"> <li>• Teacher presents a mini lesson on verbs that take "sein" in the perfect tense</li> <li>• Students match past participle with the infinitive of high frequency verbs</li> <li>• Students do sentence order activities in the perfect tense</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>• Voces online access</li> <li>• Gimkit</li> <li>•  Geschichte: Zu Spät für die Liebe</li> <li>•  Die Ärzte-Zu Spät</li> <li>•  Chicken or the Egg [3D animated short film] I</li> </ul>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Computer Science 3

April 2025

## **New Milford Board of Education**

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## **Superintendent of Schools**

Dr. Janet Parlato

## **Assistant Superintendent**

Mrs. Holly Hollander

## **Author of Course Guide**

Sean Cotter

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.



## Computer Science 3

### Grades 7 and 8

This is the third in a three course sequential study of computer science. In this class students will be physically building with VEX robots and coding them to work with a remote control or autonomously. This will give the students the knowledge of how all the robots are designed for manufacturing too self-controlled cars. They will also be expanding and creating items while building communication skills in the group and taking on the roles of project manager (presenter), secretary, coder and builder at least once per unit. The creations range from chain reaction machines, building machines, soccer robots, or searching robots as just a few examples. The first unit focuses on team building and understanding of how the science and robot builds work. The second unit focuses more on team build and problem solving as they create a robot for challenges that they are presented with. These exercises in unit 2 will build on the communication skills the students had in the first unit while also working on critical thinking, creativity, and problem solving skills in a growth mindset as they run into challenges.

## **Pacing Guide**

This is a semester course that meets every other day for approximately 40 minutes.

- Unit 1 Getting to know VEX IQ 15 Class Days
- Unit 2 Build Challenges 30 Class Days

# Unit 1: Getting to know the VEX IQ

## Stage 1 Desired Results

### ESTABLISHED GOALS CSTA K-12 Computer Science Standards

**2-CS-01** Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices

**2-CS-02** Design projects that combine hardware and software components to collect and exchange data.

**2-CS-03** Systematically identify and fix problems with computing devices and their components.

#### *Transfer*

*Students will be able to independently use their learning to...*

- Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.
- Use logical and reasoning skills to solve problems in school and real-life.
- Consider implications of personal and professional decisions involving technology and personal data.

#### *Meaning*

##### UNDERSTANDINGS

*Students will understand that...*

- Teamwork and communication is key to problem solving and seeing other ideas.
- Digital input devices use code that makes it run.
- The code that you create is what others see as artificial intelligence.

##### ESSENTIAL QUESTIONS

*Students will keep considering...*

- How building positive relationships with others makes you stronger?
- How can choice lead to innovations that nobody else thought of?

#### *Acquisition*

*Students will know...*

- Hardware components of a robot have names and specific jobs.
- Code that runs some of the objects in everyday life contains loops for decision making.

*Students will be skilled at...*

- Building mechanical devices with different components.
- Writing and editing code with loops and conditionals.
- Making comments in code for reference

	<ul style="list-style-type: none"><li>• Reusing code to code to make a new device is appropriate in certain instances.</li></ul>	<p>later.</p> <ul style="list-style-type: none"><li>• Talking with members of their team.</li></ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a section of the unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p> <ul style="list-style-type: none"> <li>Identifying and fixing errors with the program and physical components, which are collecting and exchanging data.</li> <li>Designing programs that will include nested loops, compound conditionals, and parameters.</li> <li>Seeking and incorporating feedback from team members and users to refine a solution.</li> </ul> <p>About 5 lessons will be in the section for each and will be shared after each part so students</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they have assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p> <p>Standards/criteria for judging success: According to Rubric</p>

	can grow and learn.	
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>• Individual and Collaborative Creative Tasks (detailed above)</li><li>• Exit Ticket Answers</li><li>• Summative assessments (quizzes, unit tests)</li></ul>

Stage 3 – Learning Plan		
Code	<b>Pre-Assessment</b>	
	<ul style="list-style-type: none"> <li>Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M	<ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Question of the Day and interactive questions embedded in slides.</li> </ul>
T	<ul style="list-style-type: none"> <li>Teacher will connect the current lesson with examples that they might find outside of the classroom on a larger scale. An example is to show a video of a Rube Goldberg machine.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive notes and checkpoints on topics</li> <li>Interactive questioning competitions such as Kahoot or Quizlet</li> </ul>
T	<ul style="list-style-type: none"> <li>Teacher will show the video on the Highrise Challenge from VEX to get them to understand what the goal will be for their robot to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket Answers</li> <li>Summative assessments (quizzes, unit tests)</li> </ul>
A	<ul style="list-style-type: none"> <li>Student completion of a graphic organizer and builds that summarizes characteristics of a build.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring class work through board work, group work, questioning, and circulation</li> </ul>
T	<ul style="list-style-type: none"> <li>Student completion of the expanded projects that applied what they learned from the base lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Check for understanding of the results of code and physical items with a quiz.</li> </ul>
A, T	<ul style="list-style-type: none"> <li>Student demonstration of the different builds that were made for other groups to see.</li> </ul>	<ul style="list-style-type: none"> <li>Check for understanding with responses to exit tickets</li> </ul>
A, T	<ul style="list-style-type: none"> <li>Students pair/group to discuss and correct completed work.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>
T, M	<ul style="list-style-type: none"> <li>Students will use precise computing vocabulary in context.</li> </ul>	
T, M	<ul style="list-style-type: none"> <li>Students will be able to identify each part using images and objects to describe the job of each.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Students will be able to design projects that combine hardware and software components to collect and exchange data.</li> </ul>	
T		

<p>M</p> <p>T</p> <p>T</p> <p>A, T, M</p>	<ul style="list-style-type: none"><li>● Students will identify and fix problems with the computing devices and components that they are building with.</li><li>● Students will be able to seek and incorporate feedback from multiple sources then use that feedback to refine a solution.</li><li>● Students will be able to use nested loops and compound conditionals to develop programs.</li><li>● Students will demonstrate the use of parameters to organize and make the code easier to reuse.</li><li>● The students will use VEX IQ build kits to make projects based on VEX IQ Robotics Education Guide</li></ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: Build Challenges

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>2-AP-12</b> Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.</p> <p><b>2-AP-13</b> Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.</p> <p><b>2-AP-15</b> Seek and incorporate feedback from team members and users to refine a solution that meets user needs.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</li> <li>Use logical and reasoning skills to solve problems in school and real-life.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>Digital input devices use code that makes it run.</li> <li>Perseverance is key when you are trying something new.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does a person's influence on the outside world change things?</li> <li>How building positive relationships with others makes you stronger?</li> <li>How does creativity come from the most unlikely places?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Hardware components of a system have names and specific jobs.</li> <li>• Code that runs some of the objects in everyday life contains loops.</li> <li>• A gear train configuration can affect the ability to pull an object.</li> <li>• An optical sensor can tell the difference between objects based on color.</li> <li>• A manipulator can be designed to accomplish a specific task.</li> <li>• Reusing code to make a new device is appropriate in certain instances.</li> </ul>	<ul style="list-style-type: none"> <li>• Building VEX robots with different components.</li> <li>• Writing and editing code with loops and conditionals to complete tasks.</li> <li>• Building a drive train to pull or one for speed.</li> <li>• Coding optical sensors to differentiate between different items.</li> <li>• Working with iteration in code.</li> <li>• Making manipulators for a robot to complete a designed task.</li> <li>• Making comments in code for reference later.</li> <li>• Talking with members of their team</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for each competition will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p> <ul style="list-style-type: none"> <li>Using existing code, media, and/or libraries into original programs and giving attribution.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of... Design and innovation with the below:</i></p> <p>Goal/challenge- Students will build inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates who they will compete against at the end of the project.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p>
M, T		Products and performances generated by students- For each of the products the students will start with a group product where they have assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.
M, T	<ul style="list-style-type: none"> <li>Testing and refine programs using a range of test cases that they will document.</li> </ul>	Standards/criteria for judging success: According to Rubric
M,T	<ul style="list-style-type: none"> <li>Adding documentation to the code to make it easier to follow, test, or debug.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>Building your robot to complete the task with human input.</li> </ul>	
	<ul style="list-style-type: none"> <li>Building your robot to complete the</li> </ul>	

	<p>task autonomously.</p> <p>Each project in the portfolio will be shared after the final competition so students can grow and learn from what other team/groups did.</p>	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Leveled assignments are offered for students who need remediation or more challenge.</li> <li>• Individual and Collaborative Creative Tasks (detailed above)</li> <li>• Exit Ticket Answers</li> <li>• Summative assessments (quizzes, unit tests)</li> </ul>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Students should have completed the prior unit with the class. Teachers will be seeing how they are contributing to the projects, what knowledge are they sharing with the people in the groups at that time, and using the assessments to better understand the students abilities. This will help in creation of the groups that they will be placed in for this unit.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual. examples of concepts as well as important vocabulary.</li> <li>Teacher will have the classes vote on which of the competitions/challenges they would like to participate in.</li> <li>Teachers can show a video or a demonstration of what the goal of the competition/challenge will be.</li> <li>Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> <li>Student completion of the expanded projects that applied what they learned from the base lesson.</li> <li>Student demonstration of the different builds that were made for other groups to see.</li> <li>Students pair/group to discuss and correct completed work.</li> <li>Students will use precise computing vocabulary in context.</li> <li>Students will be able to identify each part using images and objects to describe the job of each.</li> <li>Students will be able to design projects that combine hardware and software components to collect and exchange data.</li> <li>Students will identify and fix problems with the computing devices and components that they are building with.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Question of the Day and interactive questions embedded in slides.</li> <li>Interactive notes and checkpoints on topics</li> <li>Interactive questioning competitions such as Kahoot or Quizlet</li> <li>Monitoring class work through board work, group work, questioning, and circulation</li> <li>Check for understanding of the results of code and physical items with a quiz.</li> <li>Check for understanding with responses to exit tickets</li> <li>Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>

M	<ul style="list-style-type: none"> <li>Students will be able to seek and incorporate feedback from multiple sources then use that feedback to refine a solution.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Students will be able to use nested loops and compound conditionals to develop programs.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Students will demonstrate the use of parameters to organize and make the code easier to reuse.</li> </ul>	
A, T, M	<ul style="list-style-type: none"> <li>The students will use VEX IQ build kits to make projects based on VEX IQ STEM Labs &amp; Activity Series Examples: Tug of War, Team Freeze Tag, Treasure Hunt, Robot Soccer, Castle Crasher, and Cube Collector.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



7th Grade - Digital Media 1

April 2025

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Dr. Janet Parlato

## **Assistant Superintendent**

Mrs. Holly Hollander

## **Authors of Course Guide**

Jeffrey D. Bradbury



## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Digital Media 1

"Digital Media 1" is a 7th-grade course that teaches students how to effectively use digital learning applications and integrate technology into their work. Students will master essential tools including word processors, spreadsheets, presentation software, and graphic design programs. Through hands-on activities and engaging lessons, students will develop crucial digital skills for success in today's technology-driven world. The course covers 10 core applications students use daily: Canva, Google Docs, Google Slides, Google Sheets, Google Keep, Google Classroom, Google Drive, Google Forms, Google Sites, and Gmail. Beyond just teaching how to use these tools, Digital Media 1 emphasizes why these skills matter, following ISTE Digital Learning Standards. Students will gain digital age competencies that will benefit them in both their academic journey and future careers.

## Pacing Guide

Digital Media is a semester long course for students in Grade 7.  
This 45 day survey course meets every other day for a 40 minute class.

Projects & topics presented below are examples and may be swapped out for others at the discretion of the instructor.

Unit Title	Sample Projects Included (projects will be swapped out based on student population, ability level, and technology requirements at the discretion of the instructor)	
Unit 1: An Introduction to Digital Media	An Introduction to Gmail	1 Marking Period (45 Class Periods Total - 23 Teaching Periods)
	Using Google Keep to take and revolutionize collaborative note taking	
	Using Google Classroom to better communicate with others	
	Creating digital posters using Google Sites to promote our school and community activities	
	Creating Pixar style Animation projects using Google Slides	
	Developing a sense of community by supporting the PTA T-Shirt fundraiser using Google Docs	
	Creating & Designing Spreadsheets to balance a budget using Google Sheets	
Unit 2: Using Digital Media in the Real World	An Introduction to Digital Marketing: Designing a Developing an Online Business (Example: A T-Shirt Company and e-commerce website)	1 Marking Period (45 Class Periods Total - 23 Teaching Periods)

# Unit 1: An Introduction to Digital Media Applications

Stage 1- Desired Results		
<b>ESTABLISHED GOALS</b>  <a href="#">ISTE Standards for Students</a>  <b>1.1d Technology Operations</b> Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.  <b>1.2.a Digital Footprint</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.  <b>1.2.b Online Behavior</b> Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.  <b>1.2.c Intellectual Property</b> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	<b>Transfer</b>  <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Identify which applications could and should be used to complete a given task.</li> <li>Develop a personalized productivity system that involves applications in the Google Suite and Canva.</li> <li>Develop a method and process for working collaboratively and safely using digital applications. Identify which applications could and should be used to complete a given task.</li> <li>Develop a personalized productivity system that involves applications in the Google Suite and Canva.</li> <li>Develop a method and process for working collaboratively and safely using digital applications.</li> <li>Create and manage digital content while adhering to copyright and intellectual property guidelines.</li> <li>Demonstrate proper online etiquette, digital citizenship, and cyber safety practices.</li> <li>Critically evaluate online information and sources for credibility and bias.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Knowing how to use different digital tools helps you be more creative and solve problems better.</li> <li>Planning digital projects often starts with non-digital brainstorming and organization.</li> <li>Good online communication means sharing your thoughts while being a good digital citizen.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>How can I use digital learning tools such as Google Docs, Slides, Sheets, etc effectively?</li> <li>How can I format a document properly?</li> <li>How can I create a presentation slide deck?</li> <li>How can I create a spreadsheet to analyze data?</li> <li>How can I use graphic design applications to create a custom image?</li> </ul>

<p><b>1.2.d Digital Privacy</b> Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p> <p><b>1.6.d Customize the Message</b> Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>1.7.c Project Teams</b> Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<ul style="list-style-type: none"> <li>• A positive online presence can lead to future opportunities.</li> <li>• Digital learning applications when used in collaboration with each other can be considered a powerful productivity system to help get more done quicker and save valuable time completing projects.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I capture data using a survey/form building application?</li> <li>• How can I stay safe online and protect my personal information?</li> <li>• What are the ethical and legal considerations when using digital media and online resources?</li> <li>• How can I use digital tools to solve problems and think critically?</li> <li>• How can I present my work effectively using digital media?</li> </ul>
<b>Acquisition</b>		
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Key terminology as it relates to digital learning applications.</li> <li>• Keyboard shortcuts that can be used universally across multiple applications.</li> <li>• The reasons why applications should be used in collaboration with each other and not just as single use tools.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Using an online WordProcessor (Google Docs, Canva) <ul style="list-style-type: none"> <li>◦ Creating an outline</li> <li>◦ Formatting Text</li> <li>◦ Building a Header / Footer</li> </ul> </li> <li>• Using online Publishing tools (Google Sites/Slides, Canva) <ul style="list-style-type: none"> <li>◦ Creating a nice looking slide deck</li> <li>◦ Using Graphics over text to represent an idea</li> <li>◦ Incorporating media in visual presentations to tell a story</li> </ul> </li> <li>• Using online Spreadsheets (Google Sheets, Canva)</li> </ul>

		<ul style="list-style-type: none"> <li>○ Creating a basic data set</li> <li>○ Developing a visual representation of data using charts and graphs</li> <li>● Creating Websites &amp; Digital Posters (Google Sites, Canva) <ul style="list-style-type: none"> <li>○ Designing dynamic online content</li> <li>○ Formatting a blog post for Google Search that is SEO friendly</li> <li>○ Incorporating audio/video and images to tell a story.</li> </ul> </li> <li>● Collaborating synchronously and asynchronously with others on projects.</li> <li>● Building and developing a safe digital learning environment to protect your digital identity.</li> <li>● Managing your online behavior.</li> <li>● Choosing the right tool for a project, considering both the task and the time allotted.</li> <li>● Developing an online brand and message.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, T	Each project will be graded through a rubric system using Google Classroom.	<b>Performance Task(s):</b>  Students will demonstrate proper use of digital learning applications such as Word Processors, Slide Decks, Spreadsheets, and Graphic Programs using applications in the Google Workspace suite and Canva.  <i>Students will identify keyboard shortcuts to assist in the creation of assignments using Word Processors, Slide Decks, Spreadsheets, and Graphic Programs</i>  Students will create projects such as but not limited to: <ul style="list-style-type: none"> <li>● Gmail               <ul style="list-style-type: none"> <li>○ Email Management &amp; Organization</li> <li>○ Proper and Professional ways of Digital Communication</li> </ul> </li> <li>● Google Classroom               <ul style="list-style-type: none"> <li>○ Organizing Classes, Documents, &amp; Assignments</li> </ul> </li> <li>● Documents               <ul style="list-style-type: none"> <li>○ Taking Digital Notes that can be accessed quickly across multiple learning platforms</li> <li>○ Formatting &amp; Preparing longform documents to support multi-paragraph writing &amp; journaling</li> </ul> </li> <li>● Slide Decks               <ul style="list-style-type: none"> <li>○ Developing eye catching and professional looking slide decks that tell a story with and without a presenter.</li> <li>○ How to use video to enhance a slide deck where the presenter shares a pre recorded presentation or demonstration</li> </ul> </li> <li>● Spreadsheets               <ul style="list-style-type: none"> <li>○ Students will complete 10-15 mini-lessons on Spreadsheets</li> </ul> </li> <li>● Website Design</li> </ul>
M, T	Exemplars will be made available on the class website so that students can see what the project expectations are.	
A	Students will show effective use of problem-solving practices during the brainstorming and design process.	

		<ul style="list-style-type: none"> <li>○ Taking a 5-Paragraph Essay format and conceiving it as a digital poster or online website</li> <li>○ Building digital portfolios to showcase a given curricular topic</li> <li>● Graphic Design <ul style="list-style-type: none"> <li>○ A Variety of Google &amp; Canva based projects will be developed.</li> </ul> </li> </ul> <p><b>GRASPS</b></p> <ul style="list-style-type: none"> <li>● <b>Goal/challenge</b> - Students will create a Slide Deck, Custom Graphic, Short Essay, and Website Portfolio</li> <li>● <b>Role for student</b> - Creator, Designer, Author</li> <li>● <b>Audience for student work</b> - Peers, Teachers, Parents</li> <li>● <b>Situation</b> - During this unit, students will draw inspiration from their own likes and interests to create meaningful projects that demonstrate both their knowledge of the tool/application and their interest in sharing something of themselves with the class.</li> <li>● <b>Products and performances generated by student</b> - Students will create artifacts that will be used on their online digital portfolio</li> <li>● <b>Standards/criteria for judging success</b> - ISTE Standards for Digital Learning</li> </ul>
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		<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Daily skills challenges will be posted both on Google Classroom and on the class website.</li> <li>• Weekly skills challenges will be used to assess student progress and help monitor the acquiring of new skills throughout the course.</li> <li>• Interactive notes will be made available through Google Classroom and the class website.</li> <li>• Individual or Group Creative Tasks &amp; Projects</li> <li>• Summative assessments will consist of online forms and skills challenge projects.</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
	<ul style="list-style-type: none"> <li>Pre-assessments will be provided in the form of short online assessments, or basic skills challenges using the various digital learning applications.</li> <li>Teacher will discuss any needed vocabulary for the unit before each project is presented to the class to check for understanding</li> </ul>	
A A A A M M, T T, M, A A	<b>Summary of Key Learning Events and Instruction</b> <i>Student success at transfer meaning and acquisition depends on ...</i> <ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual examples of each concept will be presented and discussed.</li> <li>Class website will be deployed to show directions, provide examples of how to complete tasks, and support transfer of assessment data</li> <li>Students will be actively engaged in shorter activities using the various digital learning applications to learn how to “button push” before being asked to complete complex tasks.</li> <li>Teacher demonstration of programs that students will be asked to mirror on their own computers.</li> <li>Students will engage in their learning both individually or in collaboration groups.</li> <li>Student work and activities will be shared with the class and compared with the assistance of students in the classroom.</li> <li>Students will be asked to complete a set of tasks leading up the final assessment to check for understanding of micro and macro concepts and tasks.</li> <li>Students will complete a number of Formative Assessment challenges using online assessment tools such as Google Forms.</li> </ul> <b>Resources:</b> All Resources and materials must adhere to all New Milford	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>Monitoring class work through Google Classroom, sharing group work, and peer to peer collaboration</li> <li>Checking for understanding through the use of online quizzes, digital skill demonstrations, and student discussion.</li> <li>Differentiate instruction by scaffolding each assignment to the needs and abilities of each student in the class</li> <li>Leveled assignments will be provided for students who need a varied challenge level.</li> <li>Exit Tickets will be used through Google Classroom.</li> </ul>

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## Unit 2: Using Digital Media in the Real World

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Collaborate with peers both near and far to solve a series of real world authentic problems and tasks.</li> <li>Determine the best approach, method, and tools to solve a real world problem through collaboration, critical thinking, communication, and creativity.</li> <li>Demonstrate the ability to best represent themselves safely in a digital environment.</li> </ul>	
	Meaning	
<p><a href="#">ISTE Standards for Students</a></p> <p><b>1.1d Technology Operations</b> Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>1.2.a Digital Footprint</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</p> <p><b>1.2.b Online Behavior</b> Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.</p> <p><b>1.2.c Intellectual Property</b> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Multiple online applications working together develop a productivity system that aids in completing a task or project quickly.</li> <li>Developing and completing an online project often starts through physical means away from digital technologies.</li> <li>Expressing yourself safely in an online environment, although difficult at first, could lead to both positive and negative experiences online.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How can we use Digital Learning Applications and Digital Citizenship to solve real world problems and create a final product?</li> <li>How can we leverage our knowledge of digital learning applications to create a real world solution to solve our problems and projects?</li> <li>How can I use presentation software to showcase an authentic real world event or experience for public consumption?</li> <li>How can data tell the story of an authentic learning experience designed for public consumption?</li> <li>How can I use customized graphics to tell the story of our real world experiences?</li> <li>How can I use online forms to capture data?</li> </ul>

	Acquisition	
<p><b>1.2.d Digital Privacy</b> Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p> <p><b>1.6.d Customize the Message</b> Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>1.7.c Project Teams</b> Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The benefits of combining multiple applications to create one larger project for public consumption.</li> <li>• Key terminology as it relates to digital learning applications.</li> <li>• Keyboard shortcuts that can be used universally across multiple applications.</li> <li>• The reasons why applications should be used in collaboration with each other and not just as single use tools.</li> <li>• The benefits of creating an online portfolio to showcase work to others for evaluative or disseminating knowledge.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Designing real world, authentic projects for public consumption using applications in Google Worksuite &amp; Canva.</li> <li>• Using Digital Tools in collaboration with each other.</li> <li>• Enhancing project productivity and digital note-taking skills by leveraging note-taking tools within word processing applications.</li> <li>• Developing an online brand or message.</li> <li>• Developing a digital product that can be brought to market and promoted via social media safely.</li> <li>• Collaborating with others both synchronous and asynchronous to complete a project.</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
M, T  M, T  A	<p>Each project will be graded through a rubric system using Google Classroom.</p> <p>Exemplars will be made available on the class website so that students can see what the project expectations are.</p> <p>Students will show effective use of problem-solving practices during the brainstorming and design process.</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Students will demonstrate proper use of digital learning applications such as Word Processors, Slide Decks, Spreadsheets, and Graphic Programs to create authentic, real world projects for public consumption.</p> <p>Students will create projects such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Documents</li> <li>• Slide Decks</li> <li>• Spreadsheets</li> <li>• Website Design</li> <li>• Graphic Design</li> <li>• Mobile Applications</li> <li>• Architecture Drawings</li> </ul> <p><b>GRASPS</b></p> <ul style="list-style-type: none"> <li>• <b>Goal/challenge</b> - Students will develop a real world product that will go through the steps of design, development, and deployment and market it to others in the class.</li> <li>• <b>Role for student</b> - Creator, Designer, Author</li> <li>• <b>Audience for student work</b> - Peers, Teachers, Parents</li> <li>• <b>Situation</b> - During this unit, students will draw inspiration from their own likes and interests to create meaningful projects that demonstrate both their knowledge of the tool/application and their interest in sharing something of themselves with the class.</li> <li>• <b>Products and performances generated by student</b> - Students will create artifacts that will be used on their online digital portfolio</li> <li>• <b>Standards/criteria for judging success</b> - ISTE Standards for Digital Learning</li> </ul>

		<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Daily skills challenges will be posted both on Google Classroom and on the class website.</li> <li>• Weekly skills challenges will be used to assess student progress and help monitor the acquiring of new skills throughout the course.</li> <li>• Interactive notes will be made available through Google Classroom and the class website.</li> <li>• Individual or Group Creative Tasks &amp; Projects</li> <li>• Summative assessments will consist of online forms and skills challenge projects.</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
	<ul style="list-style-type: none"> <li>Pre-assessments will be provided in the form of short online assessments, or basic skills challenges using the various digital learning applications.</li> <li>Teacher will discuss any needed vocabulary for the unit before each project is presented to the class to check for understanding</li> </ul>	
A A A A M M, T T, M, A A	<b>Summary of Key Learning Events and Instruction</b> <i>Student success at transfer meaning and acquisition depends on ...</i>	<b>Progress Monitoring</b>
	<ul style="list-style-type: none"> <li>Teacher presentation of a slidedeck with graphical and visual examples of each concept will be presented and discussed.</li> <li>Class website will be deployed to show directions, provide examples of how to complete tasks, and support transfer of assessment data</li> <li>Students will be actively engaged in shorter activities using the various digital learning applications to learn how to “button push” before being asked to complete complex tasks.</li> <li>Teacher demonstration of programs that students will be asked to mirror on their own computers.</li> <li>Students will engage in their learning both individually or in collaboration groups.</li> <li>Student work and activities will be shared with the class and compared with the assistance of students in the classroom.</li> <li>Students will be asked to complete a set of tasks leading up the final assessment to check for understanding of micro and macro concepts and tasks.</li> <li>Students will complete a number of Formative Assessment challenges using online assessment tools such as Google Forms.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring class work through Google Classroom, sharing group work, and peer to peer collaboration</li> <li>Checking for understanding through the use of online quizzes, digital skill demonstrations, and student discussion.</li> <li>Differentiate instruction by scaffolding each assignment to the needs and abilities of each student in the class</li> <li>Leveled assignments will be provided for students who need a varied challenge level.</li> <li>Exit Tickets will be used through Google Classroom</li> </ul>
<b>Resources:</b> All Resources and materials must adhere to all New Milford		



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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Library Media 3-5

April 2025

## **New Milford Board of Education**

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## **Author of Course Guide**

Lori Cerra

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Library Media

### Grades 3-5

The Sarah Noble Intermediate School library media program ensures that students effectively access, evaluate and use information in various formats. In the school library media center, students will develop critical thinking, problem solving and communication skills as they utilize various resources. The library media program encourages and engages students to read for knowledge and enjoyment and to promote information literacy and lifelong learning.

## Pacing Guide

Unit	Pacing
1. Library Media Procedures	3-4 Classes
2. Reading for enjoyment and personal growth	8-9 Classes (Periodically throughout the year)
3. Digital Citizenship	8-9 Classes
4. Information Literacy	8-9 Classes

## Unit 1: Library Media Procedures

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>American Association of School Librarians (AASL) Standards:</p> <p>IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>Collaborative for Academic, Social, and Emotional Learning (CASEL) Standards:</p> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Responsible decision making</li> </ul> <p>International Society for Technology in Education (ISTE) Standards</p> <p>1.1.a. Set learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process to improve learning outcomes.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• use their self-management and responsible decision-making skills to locate, evaluate, and utilize relevant resources across various contexts and disciplines throughout their academic and professional lives.</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The library offers a variety of materials and resources to extend learning and aid in personal growth.</li> <li>• The library's organization is aligned with Destiny, the online catalog system.</li> <li>• The library website offers a variety of resources including aiding in research.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can I use the library media center to access materials for learning and personal growth?</li> <li>• How is the library organized and what are the benefits of using the library website?</li> <li>• How will my knowledge of the online catalog system impact my ability to use the library independently?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• The rules and procedures that are expected while using the library media center.</li> <li>• Procedures to check out books and return books.</li> <li>• The organization of the library materials and how they are connected to the book management system, Destiny.</li> <li>• The Dewey Decimal system is a classification system to organize nonfiction.</li> <li>• There are resources available on the library website to aid in research.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Destiny, the online book management system to identify, locate, select and access materials in the library.</li> <li>• Independently checking out books, borrowing library materials, and following return guidelines.</li> <li>• Properly caring for library media center materials including books, electronic devices, and STEAM Station materials.</li> <li>• Accessing online resources for research through the library website.</li> </ul>



Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>Further information:</p> <ul style="list-style-type: none"> <li>• The guide will contain relevant information about the library media procedures.</li> <li>• The information is tailored to new students.</li> <li>• The information presented is clear and accurate.</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>GRASPS</p> <p><b>Goal:</b> Students will create a guide to help their classmates navigate the library</p> <p><b>Role:</b> Library Ambassador</p> <p><b>Audience:</b> New students</p> <p><b>Situation:</b> When new students come to school, they have difficulty understanding the library media procedures. Create a visual representation to be used to guide new students.</p> <p><b>Products and/or performances:</b> Students will create a visual representation of library procedures</p> <p><b>Standards/criteria for judging success:</b> - relevant information present in the visual presentation</p>

Stage 3 – Learning Plan		
	<b>Pre-Assessment</b>	
	Given a prompt, students can search for appropriate materials in the library media center.	
A	Summary of Key Learning Events and Instruction  The teacher will present information about library expectations. Students will know and reflect on the rules and expected behavior in the library.	Progress Monitoring  Teacher Observation
A	The teacher will demonstrate the circulation process. Students will have an understanding of the procedures for checking out and returning books.	Class discussion
A, M	The teacher shows how the physical library is organized and compares it to the online catalog system. Students will complete a library scavenger hunt to show understanding of the sections in the library	Guided discovery
T	The teacher will model the Destiny online catalog system. Using the Destiny Discover interface, Students will search for books and locate the physical copy in the library, and check it out.	
A	The teacher will present information about Melville Dewey and his nonfiction classification system. Students will identify and sort books into the classifications of the Dewey Decimal System.	
T	The teacher will model how to access the SNIS library online resources. Students will access online research resources through the library website.	

	<p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p>American Association of School Librarians (AASL) Standards:</p> <p>I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>access library resources, including literature, technology, and the expertise of the library media specialist, to enhance their academic learning, foster lifelong personal growth, and increase their love for reading and exploration.</li> </ul>	
<p>II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</p> <p>V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>Collaborative for Academic, Social, and Emotional Learning (CASEL) Standards</p> <ul style="list-style-type: none"> <li>Responsible decision making</li> <li>Social awareness</li> <li>Relationship skills</li> </ul>	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The library is a space that fosters curiosity, creativity, and lifelong learning.</li> <li>Reading is a foundational skill that allows for personal interpretation and the development of new understanding.</li> <li>Exploring a variety of literature formats contributes to learning, personal growth, and enjoyment.</li> <li>Storytelling is a way to learn and make sense of new ideas.</li> <li>Knowing how to effectively use the various formats of media has lifelong applications.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does the library impact my learning, personal growth, and enjoyment?</li> <li>How can I use literature for enjoyment, to fill knowledge gaps, and to satisfy information needs?</li> <li>How can stories connect me to other cultures and the global community?</li> <li>What new reading opportunities are available to me?</li> <li>How can I use Destiny to find books of interest?</li> <li>How does the library media specialist help me explore new reading opportunities?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• The literature selections that are the most appealing for their enjoyment.</li> <li>• Destiny is used to navigate the virtual library and aid in locating books in the physical library.</li> <li>• The library media specialist is a resource for locating materials for academic purposes and reading for pleasure.</li> <li>• Storytelling is a powerful tool for learning and understanding new ideas by embedding narratives that engage the listener or reader emotionally and intellectually.</li> <li>• There are a variety of genres and various formats that should be explored to develop reading preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting literature that aligns with their interests and preferences for maximum enjoyment.</li> <li>• Using Destiny to effectively navigate the virtual library and locate books in the physical library.</li> <li>• Collaborating with the library media specialist to find materials for both academic purposes and reading for enjoyment.</li> <li>• Recognizing and appreciating storytelling as a powerful learning tool that engages them emotionally and intellectually.</li> <li>• Exploring a wide range of genres and formats to develop their reading preferences and broaden their literary horizons.</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>Further information:</p> <ul style="list-style-type: none"> <li>The multimedia presentation is tailored to convince the audience of the importance of the library and its resources.</li> <li>There is a clear and accurate message</li> <li>The message promotes the resources available in the library media center.</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>GRASPS</b>  <b>Goal:</b> Your mission is to showcase how the library fosters curiosity, creativity, and lifelong learning through various formats of literature and media.</p> <p><b>Role:</b> You are a "Library Detective" - hired by the Board of Education to assess and promote the resources of the Sarah Noble Library that contribute to being a lifelong learner.</p> <p><b>Audience:</b> You will present your findings at a Board of Education budget meeting to justify the money budgeted for the library.</p> <p><b>Situation:</b> There is a budget debate about the possibility of cutting the library budget. Your investigation and presentation will help demonstrate the unique and irreplaceable role libraries play in fostering learning, creativity, and media literacy.</p> <p><b>Products and/or performances:</b> Create a multimedia presentation that:</p> <ol style="list-style-type: none"> <li>Highlights the diverse resources and learning opportunities available in the SNIS library</li> <li>Demonstrates how different literature formats and storytelling contribute to personal growth and enjoyment</li> </ol> <p><b>Standards/criteria for judging success:</b> Students' success will be measured by the depth of content, the ability to convey the message and creativity.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	The teacher will engage students in a discussion about Reading and Storytelling Leading to Enjoyment and Personal Growth	
	Summary of Key Learning Events and Instruction	Progress Monitoring:
M, A	The teacher will promote authors who are visiting the school. Students will actively listen to the author's presentation, interact with the author when prompted, and gain an understanding and appreciation of the profession.	Teacher Observation
		Class discussion
T, M	Periodically, The teacher will present a theme and connect it to STEAM (Science, technology, engineering, art, and math) activities. The themes will be promoted with literature. Students will think critically, communicate, collaborate, and create while participating in the STEAM activities.	Guided discovery
A, M	The teacher will give book talks or present book trailers for current Nutmeg Book Nominees. Students will have the opportunity to read the books and vote for the book that they think should receive the Nutmeg Book Award.	
A, M	The teacher will share stories, legends, or myths based on the Social Studies curriculum topics for the given grade levels. (Ex: Native Americans, National Parks, Connecticut) Students will actively listen, and foster empathy and cultural awareness while connecting the story to history.	
A, M	The teacher will create “book tasting” events for students to be exposed to several literary works of a specific genre or topic based on the grade level curriculum connection. (Ex: Historical Fiction, Social Issues, National parks, etc.) Students will browse through the literary works and complete the given tasks. (Ex: rating the book, identifying the true event in history from a historical fiction book, National Park	

A, M	<p>exploration, etc.)</p> <p>The teacher will display hundreds of books that have been donated or withdrawn from the library and offer students an opportunity to choose books to keep as their own. Students will choose books based on their interests and curiosity to add to their home library to promote the love of literature and lifelong learning.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 3: Digital Citizenship

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>American Association of School Librarians (AASL) Standards:</p> <p>II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.</p> <p>VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p> <p>Collaborative for Academic, Social, and Emotional Learning (CASEL) Standards</p> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Responsible decision making</li> <li>• Self-management</li> <li>• Relationship Skills</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• become responsible and ethical digital citizens who can safely and productively participate in the online world.</li> </ul>	
	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Good digital citizens are responsible to themselves, the community, and the world.</li> <li>• There is a difference between private and personal information, and it is important to distinguish what is safe and unsafe to share online.</li> <li>• Online activity can become part of your digital identity and digital footprint.</li> <li>• Cyberbullying is using technology to upset someone else deliberately.</li> <li>• There are helpful ways to respond to cyberbullying.</li> <li>• Copying work and presenting it as your own is plagiarism</li> <li>• When using others' work, you must give them credit to avoid plagiarism.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What responsibilities do I have to myself, my community, and the world in an online setting?</li> <li>• How can you protect yourself when you are online?</li> <li>• How are my digital footprint and identity affected by what I post online?</li> <li>• What should you do when someone uses inappropriate language on the Internet?</li> <li>• How do I treat others online?</li> <li>• How can I show respect for people's work?</li> </ul>

<ul style="list-style-type: none"> <li>• Social Awareness</li> </ul>	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p>International Society for Technology in Education (ISTE) Standards</p> <p>1.2. Digital Citizen Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:</p> <p>1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.</p> <p>1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.</p> <p>1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.</p> <p>1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.</p>	<ul style="list-style-type: none"> <li>• Media Balance is learning how to manage your time with media and develop healthy habits for using digital devices.</li> <li>• Protecting your personal information online will keep you safe and secure your digital accounts.</li> <li>• Online behaviors will affect your Digital Footprint and Identity.</li> <li>• Interacting respectfully and safely with others in digital environments will strengthen online relationships and communication.</li> <li>• Responding appropriately to online bullying and negative behaviors will create a more positive experience online.</li> <li>• Critically evaluating online information and identifying credible sources online is essential to strengthen your media literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying healthy media habits and evaluating personalized media plans.</li> <li>• Evaluating how media choices affect their emotions, time, and overall balance with other life activities.</li> <li>• Applying frameworks like "What? When? How Much?" to make thoughtful media choices.</li> <li>• Balancing screen time with other activities such as family time, hobbies, and sleep.</li> <li>• Protecting personal information online.</li> <li>• Understanding safe practices for passwords and account security.</li> <li>• Fact-checking information and distinguishing between credible sources and misinformation.</li> <li>• Managing their digital reputation by understanding the consequences of online actions.</li> <li>• Practicing respectful online communication and identifying appropriate versus inappropriate statements.</li> <li>• Recognizing, responding to, and preventing cyberbullying or digital drama.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<ul style="list-style-type: none"> <li>The digital citizenship campaign is tailored to educate the audience about digital citizenship</li> <li>There is a clear and accurate message.</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <p><b>Goal:</b> Create a digital citizenship campaign, using posters and public service announcements, to educate and empower your school community about responsible online behavior.</p> <p><b>Role:</b> You are a member of the digital citizenship club tasked with developing and implementing this campaign.</p> <p><b>Audience:</b> Your fellow students, teachers, and parents in your school community.</p> <p><b>Situation:</b> Your school has noticed an increase in cyberbullying incidents and concerns about students' online safety. The administration has asked for a student-led initiative to address these issues.</p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>The difference between private and personal information</li> <li>Understanding digital identity and footprint</li> <li>Recognizing and responding to cyberbullying</li> <li>Avoiding plagiarism and respecting intellectual property</li> </ul> <p><b>Standards:</b> Posters and public service announcements should be informative, engaging, and appropriate for grades 3-5 students.</p>

Stage 3 – Learning Plan			
		<p><b>Pre-Assessment</b></p> <p>The teacher will engage students to discuss what it takes to become a responsible and ethical digital citizen.</p>	
<b>Code</b>			<p>Progress Monitoring:</p> <p>Teacher Observation</p> <p>Class discussion</p> <p>Guided discovery</p>
	A, M, T	<p>Summary of Key Learning Events and Instruction</p> <p><i>The teacher will guide students in understanding the importance of balancing media use with other activities.</i></p> <p><i>The students will reflect on their own media habits and choices, learn strategies for maintaining a healthy media balance</i></p>	
	A, T	<p><i>The teacher will educate students about online privacy and the importance of protecting personal information.</i></p> <p><i>The students will identify what constitutes personal information, learn techniques to create strong passwords and understand the importance of not sharing private information online</i></p>	
	A, M, T	<p><i>The teacher will help students understand how their online actions contribute to their digital identity.</i></p> <p><i>The students will explore the concept of a digital footprint, learn how to present themselves positively online understand the potential long-term consequences of their online actions</i></p>	
	A, T	<p><i>The teacher will model positive online communication and dealing with cyberbullying.</i></p>	

	A, M, T	<p><i>The students will learn to recognize cyberbullying, develop strategies for responding to negative online behavior, and practice positive online communication skills.</i></p> <p><i>The teacher will guide students in developing critical thinking skills for evaluating online information.</i></p> <p><i>The students will develop skills to identify credible sources online and understand the concept of bias in media.</i></p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: Information Literacy

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>American Association of School Librarians (AASL) Standards:</p> <p>III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.</p> <p>Collaborative for Academic, Social, and Emotional Learning (CASEL) Standards</p> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Responsible decision making</li> <li>• Self-management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p>International Society for Technology in Education (ISTE) Standards</p> <p>1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests, and creative pursuits.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• effectively communicate ideas, critically evaluate information, and use technology to pursue independent learning, while demonstrating ethical use of sources.</li> </ul>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Ideas and information can be communicated in a variety of media-rich formats.</li> <li>• The internet connects people from all over the world with varying perspectives, cultures, and opinions.</li> <li>• The library provides access to high-quality resources in a variety of formats.</li> <li>• The library is a place for students to pursue their academic learning, personal interests, and passions through books, media, and the digital environment.</li> <li>• Information fluency skills such as critical thinking, literacy, inquiry, and technology skills lead to independent and self-directed learning.</li> <li>• Independent learners access, evaluate and use information effectively to develop new understandings.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can the learner use technology to communicate information and ideas using a variety of digital media and formats?</li> <li>• How can digital tools facilitate local and global communication?</li> <li>• How can I use technology to access, and successfully find, and use information and resources?</li> <li>• How can students gather, manage, and evaluate information accessed through the use of online databases and websites?</li> <li>• What are the most appropriate resources available to find relevant and authoritative information?</li> <li>• How and where can students go to locate multiple perspectives, share understandings with others, and use information and resources ethically?</li> <li>• How can I avoid plagiarism and use information and resources ethically?</li> </ul>

1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.	<ul style="list-style-type: none"> <li>● Citations are used to avoid plagiarism</li> <li>● Sources require vetting to determine the validity</li> </ul>	<ul style="list-style-type: none"> <li>● How do I know the difference between fake news and something real?</li> </ul>
1.6.c. Use digital tools to visually communicate complex ideas to others.	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Slideshow presentations can be used to communicate ideas and information.</li> <li>● The internet embodies immeasurable amounts of information.</li> <li>● Information on the internet needs to be vetted to determine validity.</li> <li>● The SNIS library offers digital and print resources supporting personal interests and research.</li> <li>● Strategies for evaluating resources focusing on perspective, authority, reliability, and currency.</li> <li>● The purpose and proper use of citations and techniques for avoiding plagiarism.</li> <li>● The importance of considering multiple perspectives and cultures when researching</li> <li>● The connection between information fluency and lifelong learning</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Crafting effective slideshow presentations to convey ideas and information</li> <li>● Navigating vast amounts of information available on the internet</li> <li>● Critically evaluating online information for validity and credibility</li> <li>● Utilizing digital and print resources from the library for personal interests and research</li> <li>● Applying strategies to assess resources based on perspective, authority, reliability, and currency</li> <li>● Understanding and implementing proper citation techniques</li> <li>● Avoiding plagiarism in academic work</li> <li>● Considering multiple perspectives and cultural viewpoints in research</li> <li>● Recognizing the importance of information literacy for lifelong learning</li> <li>● Distinguishing between fact-based and opinion-based information</li> <li>● Identifying potential biases in online sources</li> <li>● Verifying information across multiple credible sources</li> </ul>
1.6.d. Publish or present content that customizes the message and medium for their intended audiences.		

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<p>Further information:</p> <ul style="list-style-type: none"> <li>• The slideshow is tailored to educate the students' peers about a chosen Social Studies topic.</li> <li>• The slideshow includes an image(s) of the topic with a citation(s).</li> <li>• The slideshow will contain facts from valid sources and include citations.</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <p><b>Goal:</b> Create a slideshow presentation, choosing from a list of Social Studies topics, that showcases your ability to use valid sources and citations.</p> <p><b>Role:</b> You are a presenter during “Information Fluency Week” and will share your slideshow.</p> <p><b>Audience:</b> Your target audience is your peers who are learning about similar Social Studies Topics.</p> <p><b>Scenario:</b> Your library is celebrating "Information Fluency Week" to help students understand the importance of using credible sources, avoiding plagiarism, and utilizing technology to present the information. Your presentation will be part of this event.</p> <p><b>Product/Performance:</b> Your final product will be a presentation that includes:</p> <ul style="list-style-type: none"> <li>• A slideshow showcasing a Social Studies topic</li> <li>• MLA citations</li> <li>• Sources that have been vetted for validity</li> </ul> <p><b>Standards for Success:</b> Your slideshow presentation should be informative, engaging, and appropriate for grades 3-5 students.</p>



Stage 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
	The teacher will engage students to discuss if everything on the internet is true, what it means to steal the author's words, and how to avoid it.	
	Summary of Key Learning Events and Instruction:	Progress Monitoring:
A, T	<p><i>The teacher will model examples of slideshow presentations and guide students through the digital enhancement tools available.</i></p> <p><i>Students will create and present a slideshow that effectively conveys their social studies topic(s)r.</i></p>	Teacher Observation
M, T	<p><i>The teacher will demonstrate strategies for efficient online searches, including the use of keywords, filters, and advanced search techniques.</i></p> <p><i>Students will practice navigating online platforms to locate information for their chosen topic.</i></p>	Class discussion
A, M, T	<p><i>The teacher will teach students how to assess the credibility of online sources by examining authorship, publication date, perspective and reliability.</i></p> <p><i>The students will analyze a selection of online resources to determine their validity and credibility using established criteria.</i></p>	Guided discovery

A, M, T	<p><i>The teacher will introduce students to library tools such as databases and other materials for research purposes.</i></p> <p><i>Students will explore library resources to gather information for their chosen Social Studies topic.</i></p>	
A, T	<p><i>The teacher will provide instruction on MLA citation formats and demonstrate how to cite sources accurately.</i></p> <p><i>The students will create a works cited page using proper citation techniques for their research project.</i></p>	
M, T	<p><i>The teacher will explain what constitutes plagiarism and provide examples of paraphrasing, quoting, and summarizing correctly.</i></p> <p><i>Students will complete exercises that reinforce giving the author credit to avoid plagiarism in their academic work.</i></p>	
M, T	<p><i>The teacher will emphasize the role of information literacy in personal growth, career success, and informed decision-making.</i></p> <p><i>Students will reflect on how developing information literacy skills can benefit them beyond academic settings.</i></p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	



# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Library Media

April 2025

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Library Media

### K-2

Curriculum for K-2 for Library Media has at its core, introducing students to books and building a love of books and reading as a basis from which all other learning takes place. Students will be exposed to various types of literature and begin to develop critical thinking and apply that to book selection. Students will also be introduced to using various types of media ethically and safely, communicating and problem solving while navigating both print nonfiction and the digital world.

## Pacing Guide

Unit	Pacing
Library Media Procedures	3-4 Classes
Reading for Pleasure and Personal Growth	Ongoing
Digital Citizenship	3-4 Classes
Information Literacy	6-15 Classes



# Unit 1: Library Media Procedures

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>AASL (American Association of School Libraries) Standards:</b>            III.Collaborate: Work effectively with others to broaden perspectives and work toward common goals            II.Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</p> <p><b>CT Elementary Social Studies Framework</b>            CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.            CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school.            CIV K.4 Apply civic virtues when participating in school settings.            CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.            ECO 1.2 Identify the benefits and costs of making various personal decisions            CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• understand what a library is (a place with books to borrow),</li> <li>• use self management to make decisions about what books they would like to borrow and what they are interested in reading or learning more about throughout their lives.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The library media center is a place with a variety of books for exploring personal reading interests and developing a love of reading</li> <li>• Library materials must be treated with proper care in and out of the library</li> <li>• Libraries are arranged into sections defined by type of book and each book has a designated place within that section</li> <li>• The library is a place with rules and procedures that must be followed</li> <li>• Books have titles, authors, illustrators, covers, pages, and spines</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How can I become an effective user of the library?</li> <li>• What are the skills needed to become responsible library users?</li> <li>• How is the library organized to locate materials?</li> <li>• What are the different parts of a book (title, author, illustrator, cover, pages, spine)?</li> </ul>

addressing ideas and making decisions as a group.  <b>CASEL Standards:</b> <ul style="list-style-type: none"><li>• Self Management</li><li>• Responsible Decision Making</li><li>• Relationship Skills</li></ul>	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"><li>• a library is a place with books to borrow</li><li>• the proper care of library materials</li><li>• the procedure for checking books in/out</li><li>• how the library is organized including the difference between fiction and nonfiction</li><li>• the expected rules and behavior while in the library</li><li>• what the title, cover, pages, spine, author, and illustrator are</li></ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"><li>• understanding what a library is and what to do in the library</li><li>• properly caring for library materials including but not limited to books, pencils, crayons, scissors, and center materials</li><li>• using a shelf marker to locate and chose a book</li><li>• checking books in and out of the library</li><li>• demonstrating proper library behavior and following rules and procedures</li></ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<ul style="list-style-type: none"> <li>• Student is using shelf marker and places it on the shelf where the book was located</li> <li>• Student checks book out</li> <li>• Student returns book in good condition</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>GRASPS</b></p> <p><b>Goal:</b> students will independently choose a book using a shelf marker, check the book out, and return the book in good condition</p> <p><b>Role:</b> Library user</p> <p><b>Audience:</b> Students, librarian</p> <p><b>Situation:</b> students are new users to the library and may have never been to a library of any kind before</p> <p><b>Products and performances:</b> Using a shelf marker to hold the place of the chosen book, checking the book out, returning the book in good condition</p> <p><b>Standards/criteria:</b> The shelf marker is in the place of the book, the book is checked out, the book is returned in good condition</p>

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Students will search for a book in the library and check it out.	
	<b>Summary of Key Learning Events and Instruction</b>	<b>Progress Monitoring</b>
T, M, A	Teacher will review library rules and procedures Students will use proper behavior in the library and demonstrate the correct procedures for checking books in and out of the library	Teacher Observation Class Discussion Guided Discovery
T, A	Teacher will model how to use a shelf marker Students will demonstrate the correct use of a shelf marker to look at a book	
T, A	Teacher will review and model proper and improper book care Students will discuss and discover the proper care of library books	
T, M, A	Teacher will show the various sections of the library and explain how the library is organized Students will complete a performance task to locate materials from each section of the library	
T, M, A	Teacher will introduce the Online Catalog and Call #'s to students Students will use the online catalog to determine a book's call # and use that to locate the physical book in the library	
T, M, A	Teacher will talk about and demonstrate various parts of a book including the title, cover, pages, and spine Students will be able to answer questions regarding what parts of a book are	

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## Unit 2: Reading for Pleasure and Personal Growth

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>AASL (American Association of School Libraries)</b>  <b>Standards:</b>            I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems            III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals            II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community            V. Explore: Discover and innovate in a growth mindset developed through experience and reflection</p> <p><b>CT Elementary Social Studies Framework</b>            CIV 2.7 Describe how people have tried to improve their communities over time.            HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>engage with fiction and nonfiction texts,</li> <li>listen to and comprehend both fiction and nonfiction read-alouds,</li> <li>ask relevant questions and answer posed questions thoughtfully,</li> <li>compare and contrast key elements of different stories,</li> <li>participate in author studies,</li> <li>respond to many types of literature both verbally and in writing.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>It is important to choose a book that is interesting and engaging</li> <li>There are different elements to literature including setting, plot, problems and solutions, and characters</li> <li>Books are created by authors who write the words of a book and illustrators who draw the pictures</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What makes a book enjoyable to read?</li> <li>What is a good story and how does it make me feel?</li> <li>What are the different types of books I can read for fun?</li> <li>How does reading help me learn new things?</li> <li>How can I understand and appreciate all types of literature?</li> <li>What is the difference between fiction and nonfiction?</li> <li>How do I choose a book for personal pleasure?</li> <li>What do authors and illustrators do?</li> </ul>

	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p><b>Common Core State Standards</b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• what an author and an illustrator do and how illustrations help tell a story</li> <li>• what fiction and nonfiction mean</li> <li>• that the library contains both fiction and nonfiction books</li> <li>• where fiction and nonfiction books are located</li> <li>• how to look for a book using signage or asking the librarian for help</li> <li>• that stories cause us to have feelings and elicit emotions</li> <li>• how to retell a story and describe a character</li> <li>• that sharing books with others improves their love of reading and books</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to independently choose books based on personal interests</li> <li>• Navigating the library to locate books, using library tools such as book labels, signage, and the librarian to find books they enjoy</li> <li>• Beginning to connect emotionally with characters and stories, recognizing how books can make them feel happy, excited, sad, or curious</li> <li>• Encountering new words, helping them build their vocabulary and improve language skills</li> <li>• Recalling the main events, characters, and themes of a story, and retelling the story in their own words</li> <li>• Recognizing the importance of illustrations in picture books and how they enhance the storytelling experience</li> <li>• Sharing books they enjoy with others and participating in group discussions, developing communication skills related to reading</li> </ul>

<p>RL.1.3 Describe characters, settings, and major events in a story, using key details</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.K.2 Confirm understanding of</p>		
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<p>a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</p> <p><b>CASEL Standards</b>  Social Awareness  Self-Awareness</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students have listened to a variety of stories by an author/illustrator	<b>PERFORMANCE TASK(S):</b>  <b>GRASPS</b> <b>Goal:</b> Author Study <b>Role:</b> Readers and enjoyers of books and illustrations <b>Audience:</b> Teachers, peers, whole school, author/illustrator <b>Situation:</b> Author or illustrator is visiting the school and students are preparing to welcome the guest <b>Products:</b> Giant banner showcasing student work related to author/illustrator's work <b>Standards/Criteria:</b> Students from all grades are represented on the banner covering a variety of the author/illustrator's work  <b>GRASPS</b> <b>Goal:</b> Discovering people who make a difference <b>Role:</b> Readers and enjoyers of books and illustrations <b>Audience:</b> Teachers, peers, whole school, author/illustrator <b>Situation:</b> Students will be exposed to a variety of people who have made a difference in the world <b>Products:</b> Written reactions to various stories of people who have contributed in some way to society for bulletin board displays <b>Standards/Criteria:</b> All second graders will react, comment on, and write about a person who has made a difference in society
	Students have responded verbally with questions and discussion regarding an author's/illustrator's works  Students have responded in writing to an author or illustrator's works	

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> The teacher will engage students in a discussion about the read aloud including introduction of vocabulary, comparison to previous read alouds, and whether it is fiction or nonfiction leading to enjoyment and personal growth as readers.	
	<b>Summary of Key Learning Events and Instruction</b>	<b>Progress Monitoring</b>
M, A	The teacher will read aloud from many different types of books introducing students to a variety of authors and illustrators. The students will listen and respond to read alouds from a variety of authors and illustrators both orally and in writing.	Teacher Observation
M, A	The teacher will conduct interactive read alouds modelling predicting and making connections. Students will make predictions and connections when listening to interactive read alouds.	Class Discussion
T, M, A	The teacher will read aloud and introduce 2nd graders to stories of people who have made a difference in society. Students will listen to stories of people who have made a difference in society and respond orally and in writing, comparing the qualities and characteristics of the people.	Guided Discovery
M, A	The teacher will read with expression, voices, and gestures. Students will engage with the story using repeated phrases and choral reading.	
T, M, A	The teacher will introduce authors or illustrators for an author/illustrator study in preparation for a guest presenter. The students will become familiar with an author or illustrator's work, actively and respectfully listen to the author's presentation, interact with the author when prompted, and develop a deeper love of reading and writing when presented	

	with such a personal connection to reading and writing .	
T, M, A	<p>The teacher will facilitate students' knowledge of new books, series, and authors and encourage students to try these new books, with interesting, thematic, and eye-catching displays. The students will use book displays to select and try new books for personal pleasure reading.</p>	
T, M, A	<p>The teacher will encourage students to choose books to read and create excitement about books by gradually expanding students' access to the different sections of the library and increasing the number of books students may check out as they progress from Kindergarten to Second Grade. Students will develop interests and expand those interests as they gain access to more sections of the library and are able to borrow a greater number of books as they progress from Kindergarten to Second Grade.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 3: Digital Citizenship

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>AASL (American Association of School Libraries)</b>  <b>Standards:</b>            VI.Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice in an interconnected world</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• develop foundational digital citizenship skills by learning to use technology safely, respectfully, and responsibly.</li> <li>• explore concepts such as online safety, kindness in digital interactions,</li> <li>• balance screen time with offline activities to promote healthy habits and positive digital experiences.</li> </ul>	
	<i>Meaning</i>	
<p><b>ISTE Standards:</b>            1.2.a Digital Footprint            Students manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.            1.2.b Online Interactions            Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities            1.2.c Safeguard Well-being            Students safeguard their well-being by being intentional about what they do online and how much time they spend online.</p>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Digital citizens use technology safely and responsibly.</li> <li>• The information you put online leaves a digital footprint or trail</li> <li>• Being kind and respectful online is just as important as being kind in person.</li> <li>• Personal information should be kept private when using technology.</li> <li>• It is important to ask a trusted adult for help if something online makes us feel uncomfortable.</li> <li>• Technology should be used in balance with other activities like playing, reading, and spending time with family and friends.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What is a digital footprint?</li> <li>• What information is appropriate for a digital footprint?</li> <li>• Why should I be kind and respectful online?</li> <li>• How can I balance screen time with offline activities and why should I?</li> <li>• How can I stay safe when using technology?</li> <li>• Who can help me make good choices when using technology?</li> </ul>

<p>1.2.d Digital Privacy Students take action to protect their digital privacy on devices and manage their personal data and security while online.</p> <p><b>CASEL Standards:</b> Relationship Skills</p>	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>● what “online” means</li> <li>● examples of “devices”</li> <li>● they need to be kind and respectful online just as they would in person</li> <li>● balancing screen time with offline activities is important</li> <li>● what to do if something online makes them uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>● understanding what it means to go “online”</li> <li>● using kind words and respecting others online just as they would in person</li> <li>● balancing screen time with offline activities like playtime with family and friends, reading, Legos, drawing, and playing outside</li> <li>● knowing that too much screen time is not good for our minds or bodies</li> <li>● knowing what to do if something online makes us feel uncomfortable</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Students move towards the emoji/feeling that best represents how they feel for a given scenario</p> <p>Students are able to articulate why they chose the emotion they did for a given scenario</p>	<p>PERFORMANCE TASK(S):</p> <p><b>GRASPS</b>  <b>Goal:</b> Reflect on how various online scenarios make us feel  <b>Role:</b> Users of online devices  <b>Audience:</b> Students, teacher  <b>Situation:</b> Students will be given a variety of possible online scenarios. They will reflect on how each scenario makes them feel and then select that feeling and explain why they chose that feeling  <b>Products:</b> A movement activity in which student stand next to the sign with the emoji of how each given scenario makes them feel (happy, disappointed, uncomfortable, or frustrated)  <b>Standards/Criteria:</b> If asked, students will be able to state why they chose that particular feeling</p>
T, M, A	<p>Students contribute ideas for activities that do not involve screen time</p> <p>A list of at least 10 activities is produced</p> <p>Students list times when it is not appropriate to be on screens</p>	<p><b>GRASPS</b>  <b>Goal:</b> Brainstorm a list of activities that students can do when not having screen time  <b>Role:</b> Users of online devices  <b>Audience:</b> Students, teacher  <b>Situation:</b> Students have discussed how too much screen time is not good for brains or bodies. What can students do instead of spending time on screens?  <b>Products:</b> A list of possible activities students can do that do not involve screens or devices  <b>Standards/Criteria:</b> List of at least 10 ideas</p>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Students will be asked what a device is and what screen time means.	
	<p><b>Summary of Key Learning Events and Instruction</b></p> <p>T, M, A Teacher will talk about the importance of balancing time on/off screens Students will give reasons why it is important to spend time off screens</p> <p>T, M Teacher will read various books that emphasize the importance of screen time balance (Chloe, Penny Lee and Her TV, Mouse TV, Old MacDonald had a Phone, If You Give a Mouse an iPhone, Couch Potato) Students will listen to the story and contribute to a class discussion</p> <p>T, M, A Teacher will introduce some of the characters from Common Sense Media (Arms, Feet, Legs, Head, Heart) The students will explore the concept of media balance, a digital footprint, learn how to present themselves positively online understand consequences of their online actions, and how being online can make them feel</p> <p>T, M, A Teacher will discuss feelings that we can have when we are online including “uncomfortable” Students will have become equipped with strategies for what to do when something online makes them “uncomfortable” (turn the device off, do something else online, tell a grownup)</p> <p>Teacher will read Chicken Clicking to spur discussion about</p>	<p><b>Progress Monitoring</b></p> <p>Teacher observation</p> <p>Class discussion</p> <p>Guided discovery</p>



	<p>online safety</p> <p>Students will learn the key elements of online safety- not sharing personal information such as passwords, not engaging in chat with anyone online that they do not know if real life, and not giving any personal information online (name, age, where they live and/or go to school etc)</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: Information Literacy

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>AASL (American Association of School Libraries) Standards:</b>            IV.Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.            VI.Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world            I.Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</p> <p><b>NGSS (Next Generation Science Standards)</b>            2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats</p> <p><b>Common Core State Standards</b>            RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• develop foundational information literacy skills by learning to ask questions, explore a variety of resources, and recognize the difference between fiction and nonfiction.</li> <li>• locate, evaluate, and share information responsibly while fostering curiosity and a love for learning.</li> <li>• begin to understand the importance of giving credit to authors and creators for their work.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Research is finding facts and information</li> <li>• We use nonfiction books to do research</li> <li>• We put information into our own words so that we are not “stealing the author’s words”</li> <li>• Research is finding interesting facts and information</li> <li>• Habitats are where an animal lives</li> <li>• Animals have different characteristics because of the habitat they live in</li> <li>• We can use the many text features in a nonfiction book to find information</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do fiction and nonfiction books help us learn in different ways?</li> <li>• What do we do when we want to learn about something new?</li> <li>• How do we ask good questions to find information?</li> <li>• Where can we find answers to our questions?</li> <li>• How do we organize and share what we learn?</li> <li>• How can we use pictures, charts, captions, and other text features to find information?</li> <li>• How do we take notes in a way that helps us remember?</li> <li>• Why is it important to give credit to</li> </ul>

<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		authors and illustrators?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that research is finding facts and information</li> <li>• that nonfiction books contain facts and information</li> <li>• what text features are in nonfiction books and how to use them to find information</li> <li>• what makes a fact interesting or important</li> <li>• that copying from a book is “stealing the author’s words”</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• choosing a nonfiction book to research an animal or other topic</li> <li>• using nonfiction text features to find facts and information</li> <li>• finding interesting and/or important facts when researching</li> <li>• understanding that copying from a book is “stealing” from the author</li> <li>• putting information into their own words</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<ul style="list-style-type: none"> <li>The research will contain at least 5 facts including what the animal looks like, what it eats, and where it lives and in 2nd grade, its habitat</li> <li>Information is not copied from the book but rather put into the students' own words</li> <li>Drawing of animal is realistic and contains features and colors accurate to the animal</li> <li>Animal is placed into the correct habitat</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>GRASPS</b>  <b>Goal:</b> Produce a video based on research of an animal  <b>Role:</b> Researcher  <b>Audience:</b> Teacher, classmates, family  <b>Situation:</b> Student will pretend to be an animal and tell facts about themselves  <b>Products:</b> Video project using Chatterpix Kids  <b>Standards/Criteria:</b> Video of realistic drawing of animal and written work containing at least 5 facts including what the animal looks like, where it lives, and what it eats</p> <p><b>GRASPS</b>  <b>Goal:</b> Produce a piece of writing and drawing of an animal  <b>Role:</b> Researcher  <b>Audience:</b> Teacher, classmates, family  <b>Situation:</b> Student will research an animal including its habitat  <b>Products:</b> Shared bulletin board of given habitats with animals that live in that habitat  <b>Standards/Criteria:</b> Witten work containing at least 5 facts including what the animal looks like, where it lives including its habitat, and what it eats and realistic drawing of animal</p>

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Students will be asked what “research” is and what kinds of books you would use to do research (nonfiction)	
	<b>Summary of Key Learning Events and Instruction</b>	<b>Progress Monitoring</b>
T, M, A	The teacher will explain what “research” means Students will understand that research is finding facts and information	Teacher observation
T, A	Teacher will explain that research means finding facts and information Students will use nonfiction books to find facts and information	Class discussion
T, M, A	Teacher will explain that copying from the book is “stealing the author’s words” Students will understand that copying is stealing	One on one conferencing with students
T, M, A	Teacher will model summarizing facts from a book, putting the facts into our own words Students will practice putting facts into their own words during a read aloud	Student self assessment with rubric/checklist
M, A	Teacher will guide students to what kinds of information they should look for when researching an animal Students will use a checklist to self assess that they have located the necessary information about their animal	Guided discovery
T, M, A	Teacher will present model videos of finished research projects	
T, M, A	Students will create their own video using the model as a	

	<p>template and guide for their work</p> <p>Teacher will model WOW facts- interesting facts that make you say "Wow!"</p> <p>Students will find interesting facts about their animal</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Early College Experience (ECE) Microeconomics

April 2025

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Mrs. Cara Abraham



## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## ECE Microeconomics

### Grades 11-12

The ECE Microeconomics course is equivalent to the introductory college-level microeconomics course at Western Connecticut State University. This full year course is organized into units which comprise the content and skills the Economics Department at WCSU expects students to master to qualify for college credit and/or placement. The combination of big ideas and course skills prepare students to think like economists by using principles and models to describe economic situations and predict and explain outcomes. Microeconomics applies to the functions of individual economic decision-makers, such as consumers and individual firms. The course develops students' familiarity with scarcity, cost benefit analysis, marginal analysis, the laws of supply and demand, the operation of product and factor markets, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

ECE Microeconomics students will co-seat with AP Microeconomics students. AP Microeconomics students will take the AP Exam. Students in the ECE class will be able to prove their mastery of introductory microeconomic concepts by successfully completing the course assignments (a mix of homework, classwork, quizzes, and projects) and passing major cumulative test assessments after Unit 3, Unit 5, and Unit 8. Their final NMHS grade will be determined by averaging their four quarter grades (@ 20% each) with a midterm exam (@ 10%) and a final exam (@ 10%). Their final WCSU grade will be determined by averaging their NMHS grade (without the final exam @ 75%) with the final exam approved by WCSU (@ 25%).

### Connection to the Vision of a Graduate

ECE Microeconomics contributes to the vision of a graduate of New Milford High School in the following ways:

- Students communicate with classmates, build positive relationships, and develop social awareness when working in informal small groups during in class discussions and problem-solving sessions. We build a strong classroom community in this ECE class to provide students with collaborators with whom they may turn to for out-of-class support. Students also create content and skill specific study guides for each other so they can see the immediate impact their contributions have on an authentic audience. They communicate more deeply with partners to complete performance-based assessments which in turn are formally presented to the class as a whole. Students also learn how to communicate symbolically with models of economic situations using graphs.

- Students engage in critical thinking and problem solving when considering opportunity costs in pursuing post-secondary plans and entrepreneurial pursuits, in bringing a product to market, and in deciding when and how much to spend on personal entertainment as opposed to saving and/or investing for the future. Students frequently practice free-response questions which prompt students to consider the possible outcomes of many different economic situations.
- Students develop self-knowledge, self-management, and a growth mindset with a rigorous independent work schedule. Students are responsible for meeting due dates and for peer assessing their classmates' presentations. Students are asked to present practice problems on the board so that their thinking is made visible for all. In this way they learn from each other that mistakes are an opportunity to learn from multiple sources. Students are given cumulative tests and are also encouraged to redo assignments and make corrections to quizzes and tests to show that their learning is an on-going process.

## Pacing Guide

This is a full year course.

1. Basic Economic Concepts	Seven 79 minute block periods
2. Supply and Demand	Seventeen 79 minute block periods
a. Supply & Demand (12 periods)	
b. Consumer Choice Theory (5 periods)	
3. Production, Cost, and the Perfect Competition Model	Fifteen 79 minute block periods
a. Production and Cost Analysis (6 periods)	
b. Perfect Competition (9 periods)	
Midterm Exam	
4. Imperfect Competition	Twelve 79 minute block periods
a. Monopolies (6 periods)	
b. Monopolistic Competitors (3 periods)	
c. Oligopolies (3 periods)	
5. Factor/Resource Markets	Ten 79 minute block periods
6. Market Failure & Role of Government	Nine 79 minute block periods
Final Exam	

Stage 1-Desired Results		
<p>ESTABLISHED GOALS</p> <p><i>From C3 Framework for Social Studies</i></p> <p>ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9-12.2 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>ECO 9-12.13 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>ECO 9-12.14 Analyze the role of comparative advantage in international trade of goods and services.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually,</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Apply the concept of trade-offs in many aspects of their lives.</li> <li>2. Recognize how different economies produce and supply goods and services.</li> <li>3. Identify when trade is advantageous.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Resources are finite, so that in any economy, the existence of limited resources along with unlimited wants results in the need to make choices.</li> <li>2. People and governments choose different types of economies to determine what types of goods and services to produce and distribute.</li> <li>3. Opportunity costs can be illustrated graphically.</li> <li>4. Countries can engage in mutually advantageous trade.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What information is necessary to make educated choices?</li> <li>2. What cultural values impact what type of economy a society chooses?</li> <li>3. How can tables and graphs be used and refined to illustrate key economic concepts?</li> <li>4. How can a country be incentivized to participate in international trade?</li> </ol>

quantitatively, as well as in words) in order to address a question or solve a problem.	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>● economics</li> <li>● economic systems (command and market)</li> <li>● scarcity</li> <li>● opportunity costs</li> <li>● marginal analysis</li> <li>● production possibilities tables and graphs</li> <li>● optimal allocation of resources</li> <li>● economic growth</li> <li>● private property rights</li> <li>● incentives</li> <li>● specialization</li> <li>● circular flow model</li> <li>● absolute and comparative advantage</li> </ul>	<ul style="list-style-type: none"> <li>● Constructing and interpreting graphs as models of economic relationships.</li> <li>● Describing the nature of the economizing problem for an individual and for society.</li> <li>● Constructing, interpreting and analyzing production possibilities tables and graphs and calculating rising opportunity costs and optimal allocation of resources.</li> <li>● Differentiating between command and market systems and explaining how each determines which goods and services to produce, how to produce them, and to whom to distribute them.</li> <li>● Explaining how and why specialization and trade/exchange increase the total output of goods and services.</li> <li>● Describing and manipulating the mechanics of the circular flow model, including how households, businesses and government all buy and sell, produce and consume.</li> <li>● Calculating comparative advantage from differences in opportunity costs in order to determine the basis under which mutually advantageous trade can take place between countries.</li> </ul>

Stage 2- Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	School-wide Communication Rubric contextualized for role play.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...  The major types of economic systems (market, command, mixed) in how each answers the key economic questions of which goods and services to produce, how to produce them, and to whom to distribute them through a role play.</i></p> <p>A. Economic Systems Role Play</p> <p>Goal: Present a skit (5 min) that portrays how either a market, command, or mixed economy determines which goods and services to produce, how those goods and services will be produced, and to whom the goods and services will be distributed.</p> <p>Role: Students are workers (labor or management) in each economy.</p> <p>Audience: Classmates.</p> <p>Situation: Students are stranded in an isolated community and must rely on resources and people in their immediate area.</p> <p>Product/Performance and Purpose: Each student plays (at least) one distinct role portraying how (at least) one good or service is produced and distributed. The decision-making process is embedded within the action and dialogue among actors keeping expository narrative to a minimum.</p> <p>Standards/criteria for success: Actions and dialogue drive the clear and obvious description of each type of economy so that the audience can easily differentiate among the three skits/economies.</p> <p><i>A production possibilities curve reflects a country's opportunity</i></p>

M, A	Free response rubric	<p><i>costs in producing consumer and capital goods, and how investment or underemployment leads to economic growth or recession.</i></p> <p>B. Free-Response Style Question:</p> <p>This table provides 6 possible production combinations that Northville can produce from its available resources and technology during this year. Assume that Northville only produces bicycles and tents from its available resources.</p> <table data-bbox="997 544 1549 836"> <thead> <tr> <th>Combination</th><th>Bicycles</th><th>Tents</th></tr> </thead> <tbody> <tr> <td>A</td><td>100</td><td>0</td></tr> <tr> <td>B</td><td>90</td><td>10</td></tr> <tr> <td>C</td><td>70</td><td>25</td></tr> <tr> <td>D</td><td>40</td><td>36</td></tr> <tr> <td>E</td><td>10</td><td>42</td></tr> <tr> <td>F</td><td>0</td><td>44</td></tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Graph Northville's PPC. Include all labels.</li> <li>2. Assume Northville is currently producing at Combination C. If it chooses to produce at Combination B, what is the OC of moving from C to B?</li> <li>3. Assume Northville is currently producing at Combination C. If it chooses to produce at Combination D, what is the OC of moving from C to D?</li> <li>4. Northville's PPC is not linear. Explain.</li> </ol> <p><i>Calculating comparative advantage allows a country to engage in mutually advantageous trade.</i></p>	Combination	Bicycles	Tents	A	100	0	B	90	10	C	70	25	D	40	36	E	10	42	F	0	44
Combination	Bicycles	Tents																					
A	100	0																					
B	90	10																					
C	70	25																					
D	40	36																					
E	10	42																					
F	0	44																					



M, A	Free response rubric	<p>C. Free-Response Style Question:</p> <p>American and Japanese workers can each produce 4 cars in one year. An American worker can produce 10 tons of grain a year, whereas a Japanese worker can produce 5 tons of grain a year. To keep things simple, assume that each country has 100 million workers.</p> <ul style="list-style-type: none"> <li>• Construct a table for this situation.</li> <li>• Construct side-by-side graphs of both countries' PPC.</li> <li>• For the U.S., what is the OC of a car? OC of grain? Add to your table.</li> <li>• For Japan, what is the OC of a car? OC of grain? Add to your table.</li> <li>• Which country has the absolute advantage in producing cars? In producing grains?</li> <li>• Which country has the comparative advantage in producing cars? In producing grains?</li> <li>• Without trade, <math>\frac{1}{2}</math> of each country's workers produce cars and <math>\frac{1}{2}</math> produce grain. What quantities of cars and grain does each country produce?</li> <li>• Starting from a position without trade, give an example in which trade makes each country better off.</li> </ul>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from economics textbook chapters about scarcity, market systems, circular flow, and trade.</p>
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	Small group practice problem-solving for graphing, marginal analysis, opportunity costs, production possibilities curves, absolute and comparative advantage, and terms of trade.
M, A	Rubrics for multiple choice and free response questions.	Multiple choice, stimulus-based, graphing, and short answer responses on quizzes and unit test.

Stage 3- Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to write scenarios in which they needed to choose between two opportunities; differences between dictatorial and democratic political and command and market economic systems.	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer, meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to describe opportunity costs as the trade off between two possible choices. Why: All decisions in life involve choosing between costs and benefits. How: Daily Question; Review HW; Video with graphs; Solve &amp; Share; Quiz or Exit Ticket</i></p>	Progress Monitoring
T, M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events.  <i>For example, "Which is a more beneficial choice for your post-high school plans: college or employment?" After students respond, teacher introduces a line graph of lifelong earnings across education levels for comparison to incomes of superstars like LeBron James and Taylor Swift (who do not attend college).</i></p>	Teacher looks for engaged and varied responses from multiple students.
M, A	<p>Teacher places students into small groups to review HW, typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study</p>	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

	questions.	
A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses. <i>For example, opportunity costs and trade-offs.</i>	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	Teacher initiates guided practice with tutorial videos that break down steps for acquiring each concept and/or skill with scaffolded questions. <i>For example, ACDC EconMovies - Monty Python and the Search for the Holy Grail and discussion about using coconuts in place of horses.</i>	Teacher circulates to ensure that students are completing and understanding steps. Periodic pauses for students to explain steps in their own words.
M, A	Students work cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill. Groups then come to the board to present solutions while classmates peer assess and offer alternative strategies to find solutions.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.
T, M, A	Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.  <u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	Teacher looks for engaged and evidence-based responses from multiple students.

## ECE Microeconomics Unit 2a Supply and Demand

Stage 1- Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><i>From C3 Framework for Social Studies</i></p> <p>ECO 9-12.8 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p>ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p><i>From Council for Economic Education</i></p> <p>CEE #2: (Demonstrate how) Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.</p> <p>CEE #7: (Demonstrate how) A market exists when buyers and sellers interact. This interaction</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Recognize when a market exists.</li> <li>2. Explain how price reflects competition within markets.</li> <li>3. Identify how changes in consumer and producer behaviors alter markets.</li> <li>4. Recognize and evaluate the effectiveness of government interventions within markets.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. In a free-market economy, price is a function of supply and demand.</li> <li>2. Demand and supply can be illustrated graphically.</li> <li>3. Behaviors by consumers and producers can change demand and supply.</li> <li>4. Governments can intervene to change demand or supply of goods and services.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What do price changes mean?</li> <li>2. How can changes in behavior by consumers or producers alter markets?</li> <li>3. How can tables and graphs be used and refined to illustrate key economic concepts?</li> <li>4. When should governments intervene in a market?</li> </ol>

	<b>Acquisition</b>	
<p>determines market prices and thereby allocates scarce goods and services.</p> <p>CEE #8: (Explain how) Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.</p> <p>CEE# 9: (Analyze how) Competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. (Analyze how) Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• demand and supply</li> <li>• normal (superior) goods</li> <li>• inferior goods</li> <li>• substitute goods</li> <li>• complementary goods</li> <li>• market equilibrium, equilibrium quantity, equilibrium price</li> <li>• productive efficiency</li> <li>• allocative efficiency</li> <li>• government-set prices: price ceilings, price floors, excise taxes, tariffs, quotas, export subsidies</li> <li>• product surpluses</li> <li>• product shortages</li> <li>• total revenue test</li> <li>• price elasticity of demand</li> <li>• price elasticity of supply</li> <li>• income elasticity</li> <li>• cross price elasticity</li> <li>• consumer surplus</li> <li>• producer surplus</li> <li>• efficiency losses</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Describing what affects demand.</li> <li>• Giving examples of normal (superior) goods, inferior goods, substitute goods, complementary goods.</li> <li>• Describing what affects supply.</li> <li>• Explaining how supply and demand together determine market equilibrium.</li> <li>• Describing how productive efficiency and allocative efficiency are achieved.</li> <li>• Explaining and demonstrating using models how changes in supply and demand affect equilibrium prices and quantities.</li> <li>• Giving examples of price ceilings, price floors, excise taxes, tariffs, quotas, and export subsidies.</li> <li>• Explaining how government-set prices can cause product surpluses and shortages.</li> <li>• Describing what affects price elasticity of demand and demonstrating what it looks like using models and with real-life examples.</li> <li>• Applying the total revenue test to determine price elasticity of demand.</li> <li>• Describing what affects price elasticity of supply and demonstrating what it looks like using models and with real-life examples.</li> <li>• Describing cross elasticity of demand and income elasticity of demand and demonstrating what they look like using models and with real-life examples.</li> <li>• Demonstrating how to find consumer</li> </ul>

		<p>surplus, producer surplus and efficiency losses using models.</p> <ul style="list-style-type: none"> <li>• Applying supply and demand analysis to real life economic situations.</li> </ul>
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## STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Classroom Participation Rubric contextualized for role play	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.</i></p> <p>A. Cocoa Market Simulation</p> <p>Goal: Create a market where buyers and sellers are pursuing their self-interest while negotiating to achieve the best price for cocoa.</p> <p>Role: Students are either buyers or sellers of cocoa.</p> <p>Audience:Classmates.</p> <p>Situation: Students are either buyers or sellers in a market for cocoa where they actively negotiate prices over 2-3 market periods.</p> <p>Product/Performance and Purpose: Students play the role of either a buyer or a seller during market periods. After the market periods end they generate and use supply and demand graphs to determine the equilibrium price and quantity.</p> <p>Standards &amp; Criteria for Success: Students effectively operate as buyers (buying for a price lower than directed on card) and as sellers (selling for a price higher than directed on card)</p> <p><i>Equilibrium quantity and price change when there is a shift of the demand and/or supply curves. Shifts occur through changes in consumer and producer behavior according to specific determinants.</i></p>



M, A	Classroom Participation Rubric contextualized for peer teaching	<p>B. Poster of Supply and Demand Shifters</p> <p>Goal: Students create posters that list several examples of real world determinants that shift the demand and supply curves.</p> <p>Role: Student is a generator of a good or service and a real world example of a determinant that shifts the demand or supply curve. Student is also an evaluator of classmates' generated examples to foster discussion.</p> <p>Audience: Classmates as evaluators.</p> <p>Situation: Students are creating classroom resources for immediate discussion and as ongoing reference guides for the duration of the course.</p> <p>Product/Performance and Purpose: Posters as classroom resources</p> <p>Standards/criteria for success: Accurate determinants; humor a plus</p> <p><i>Real world competition influences price and quantity in the marketplace.</i></p>
T, M, A	Classroom Presentation Rubric contextualized for peer teaching	<p>C. Market Research and Analysis Project</p> <p>Goal: Synthesize information acquired from public media sources about a current market of goods or services experiencing fluctuations in supply and demand.</p> <p>Role: Students serve as experts in a market for a particular good or service.</p> <p>Audience: Classmates.</p> <p>Situation: Students are in a peer teaching situation using real world</p>

		<p>markets to reinforce key vocabulary, concepts, and skills.</p> <p>Product/Performance and Purpose: Each pair of students creates an audio-visual presentation for their peers to see and hear how the forces of supply and demand interact to set prices in a market; how government may intervene in a market; and how consumer elasticity of demand influences producer and consumer behaviors. Each pair of students writes an analytical summary describing the forces of change in a market.</p> <p>Standards &amp; Criteria for Success: Presentations clearly demonstrate expertise in style of presentation and substance of content.</p>
<p>A</p> <p>M, A</p> <p>M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.</p> <p>Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.</p> <p>Rubrics for multiple choice and free response questions.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from economics textbook chapters about supply, demand, equilibrium, elasticity, consumer and producer surplus</p> <p>Small group practice problem-solving for graphing, market equilibrium, determinants of demand and supply, government-set prices, efficiency, consumer and producer surpluses, and elasticity of demand and supply.</p> <p>Multiple choice, stimulus-based, graphing, and short answer responses on quizzes and unit test.</p>

Stage 3- Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to write scenarios that use supply and demand; give examples of when government intervenes in markets; predict what happens when goods, services, and resources become scarce or abundant and when income increases.	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to explain what happens in markets when governments set prices. Why: Government intervention in markets has unintended consequences. How: Daily Question; Review HW; Video with graphs; Solve &amp; Share; Quiz or Exit Ticket</i></p>	Progress Monitoring
T, M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events.  <i>For example, "Should the government set a maximum price for gasoline?" After students respond, teacher displays a price ceiling graph showing the resulting shortage of gasoline supply.</i></p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher places students into small groups to review HW, typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study questions.	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses.</p> <p><i>For example, price ceiling - supply shortage; price floors - supply surplus.</i></p>	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	<p>Teacher initiates guided practice with tutorial videos that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p><i>For example, ACDC Price Ceilings and Price Floors.</i></p>	Teacher circulates to ensure that students are completing and understanding steps. Periodic pauses for students to explain steps in their own words.
M, A	<p>Students work cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill. Groups then come to the board to present solutions while classmates peer assess and offer alternative strategies to find solutions.</p>	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.
T, M, A	<p>Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	Teacher looks for engaged and evidence-based responses from multiple students.

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>CEE #2: (Demonstrate how) Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Use a cost-benefit analysis when making decisions in their life, such as choosing a path after high school or taking on debt to make a purchase.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The market demand curve is derived from all the individual consumers in the market.</li> <li>2. Consumers take into account income, prices, and tastes (preferences) when making purchases</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How can consumer choices influence the demand for a good or service?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• total utility</li> <li>• marginal utility</li> <li>• law of diminishing marginal utility</li> <li>• utility-to-price ratios</li> <li>• utility-maximization model</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Describing the relationship among total utility, marginal utility and the law of diminishing marginal utility.</li> <li>• Explaining how rational consumers compare marginal utility-to-price ratios for products in purchasing combinations of products that maximize their utility.</li> </ul>

		<ul style="list-style-type: none"><li>• Drawing an individual's demand curve by observing the outcomes of price changes in the utility-maximization model.</li><li>• Using the utility-maximization model to highlight how incomes, prices, substitutions and tastes affect consumer purchases.</li></ul>
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Stage 2 – Evidence					
Code	Evaluative Criteria	Assessment Evidence			
M, A	Free Response Rubric	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>			
		<i>Rational consumers compare marginal utility-to-price ratios for products in purchasing combinations of products that maximize their utility.</i>			
		A. Free Response Style Question			
		Mark consumes ice cream and hamburgers. The following table provides information about the relationship between the quantity of ice cream and hamburgers and the total utility Mark gets from their consumption.			
		Utility from Ice Cream Consumption	Utility from Hamburger Consumption		
		Quantity of ice cream (cones)	Total utility from ice cream (utils)	Quantity of hamburgers	Total utility of hamburgers (utils)
		0	0	0	0
		1	20	1	15
		2	38	2	28
		3	53	3	39
		4	66	4	48
		5	77	5	53

		6	84		
		7	89		
		8	92		
		9	94		
		10	95		
		<p>Mark's income for expenditure on ice cream and hamburgers is \$50 per month. The price of ice cream is \$5 a cone and the price of hamburgers is \$10 a hamburger.</p> <p>Calculate Mark's marginal utility for ice cream and for hamburgers at every quantity. Then calculate Mark's marginal utility per dollar for ice cream and for hamburgers at every quantity.</p> <p>What is Mark's optimal consumption of ice cream and hamburgers?</p> <p><i>Economic concepts include scarcity, opportunity costs, cost benefit analysis, supply, and demand.</i></p> <p><b>B. Cumulative Review Presentation</b></p> <p>Goal: Students create a classroom community in which every member contributes to the greater good by becoming an expert in one economic concept and teaching it to others.</p> <p>Role: Students act as teachers/tutors.</p> <p>Audience: Classmates</p> <p>Performance/Product and Purpose: Students will teach a review concept from units 1 &amp; 2 using an interactive slideshow presentation and practice problems.</p>			
T, M, A	School-wide Communication Rubric contextualized for peer teaching				



		Standards/Criteria for Success: Presentations clearly demonstrate expertise in style of presentation and substance of content.
A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	Guided reading and note-taking from economics textbook chapter about consumer behavior.
M, A	Rubrics for multiple choice and free response questions.	Small group practice problem-solving for marginal analysis, calculating total, marginal utility, and utility to price ratios.
T, M, A	Rubrics for multiple choice and free response questions.	Multiple choice, stimulus-based, and short answer responses on quizzes.  Cumulative Exam encompassing units 1 and 2 a&b using multiple choice and free response questions.

### Stage 3 – Learning Plan

	<b>Pre-Assessment</b>	
	Ask students to write scenarios in which they needed to choose between two goods and/services; when they overindulged; when they were short on funds.	
<b>Code</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Students will be able to use the total revenue test to show how elasticity of demand works in the real world. Why: Consumer demand drives market outcomes. How: Daily Question; Review HW; Role play of total revenue test; Quiz or Exit Ticket</i>	
T, M, A	Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events. <i>For example, "What's for dinner?" List student responses and have students vote for their 1st, 2nd, and 3rd favorite meals and their least favorite meal. Students discuss what they would be willing to pay for their favorite and least favorite meals. Teacher labels favorite meals with high prices as goods with inelastic demand and least desired meals as goods with elastic demand.</i>	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher places students into small groups to review HW, typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling

	domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study questions.	with a vocabulary term, concept, and/or skill.
A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses. <i>For example, elasticity and total revenue test.</i>	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	Teacher initiates guided practice <i>by asking students to assume the role of CEO for their Unit 2 product poster. They should demonstrate with a graph and explain verbally/physically if the demand for their good is elastic or inelastic using the total revenue test (includes arm movements that show increase price with increase total revenue for inelastic and decrease price and increase total revenue for elastic).</i>	Teacher circulates to ensure that students are completing and understanding steps. Periodic pauses for students to explain steps in their own words.
T, M, A	Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.  <u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	Teacher looks for engaged and evidence-based responses from multiple students.

Stage 1- Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ECO 9–12.2 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>ECO 9-12.3 Analyze the ways in which incentives influence what is produced and distributed in a market system.</p> <p>CEE #2: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Calculate the true costs of bringing a product to market.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>1. Producers must take into account many types of costs.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>1. What can determine if a firm is economically successful?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• explicit and implicit costs</li> <li>• fixed and variable costs</li> <li>• total, average and marginal costs</li> <li>• normal profit, accounting profit and economic profit</li> <li>• law of diminishing returns</li> <li>• economies of scale</li> <li>• diseconomies of scale</li> <li>• returns to scale</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Giving examples of explicit and implicit costs.</li> <li>• Differentiating among normal profit, accounting profit and economic profit.</li> <li>• Explaining the relationship between the law of diminishing returns and a firm's short-run production costs.</li> <li>• Making distinctions between fixed and variable costs and among total, average and marginal costs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Calculating and constructing cost curves and explaining how they shift.</li> <li>• Describing the link between a firm's size and its average costs in the long run.</li> <li>• Describing economies and diseconomies of scale and returns to scale.</li> </ul>
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## STAGE 2

Stage 2- Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Teacher created rubric	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>All of the costs included in bringing a product or service to market.</i></p> <p>A. Thanksgiving Dinner for Ten</p> <p>Goal: Inform potential investors and dinner guests about how you are able to prepare an amazing Thanksgiving dinner for 10 and keep your costs lower than your competitors.</p> <p>Role: Producers (shoppers, cooks, servers) of a Thanksgiving meal for ten.</p> <p>Audience: Potential investors and dinner guests.</p> <p>Situation: Students need to shop for, prepare, and serve an appetizing Thanksgiving dinner for ten for the least cost among their competitors.</p> <p>Product and Purpose: Each group submits a written prospectus that includes all costs (fixed, variable, explicit, implicit) and a menu for a Thanksgiving dinner for ten which is both lower cost and most appetizing.</p> <p>Standards/criteria for success: Student groups account for all costs (including estimates for implicit costs) and make appetizing menu choices that set them apart from their competitors.</p>

A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from economics textbook chapter about the costs of production.</p>
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	Small group practice problem-solving for total revenue, average revenue, marginal revenue, total costs, fixed costs, variable costs, average total costs, average fixed costs, average variable costs, and marginal costs.
M, A	Rubrics for multiple choice and free response questions.	Multiple choice, stimulus-based, and short answer responses on quizzes and unit test.

Stage 3- Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to write scenarios for a student-run business venture (lemonade stand to computer fixer); recall differences in production of goods and services before and after the industrial revolution (between home/cottage production and industrial production).	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to differentiate between accounting and economic profit. Why: Good decision-making depends on taking into account all your costs. How: Daily Question; Review HW; Would You Rather discussion; Quiz or Exit Ticket</i></p>	Progress Monitoring
T, M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events.  <i>For example, "Estimate the profit you will make with your product." Then ask "What costs should you take into account to make your profit?"</i></p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher places students into small groups to review HW, typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study questions.	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.



A	Teacher initiates guided practice <i>by distributing to students envelopes with business plans. Students open their envelopes and use the given business plans to calculate accounting and economic profit or loss. Each student should report out to the whole class emphasizing the differences in their two types of profits by taking into account their intrinsic costs.</i>	Teacher circulates to ensure that students are completing and understanding calculations. Periodic pauses for students to explain steps in their own words.
T, M, A	Teacher initiates a <i>Would You Rather</i> discussion of <i>which businesses that would like to own and why.</i>	Teacher looks for engaged and varied responses from multiple students.
T, M, A	<p>Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	Teacher looks for engaged and evidence-based responses from multiple students.

## ECE Microeconomics Unit 3b Behavior of Firms in Different Market Structures: Perfect Competitors

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>CEE #3: (Describe how) Different methods can be used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate different kinds of goods and services.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Recognize and evaluate markets for their level of competitiveness.</li> <li>2. Explain why entrepreneurs start businesses, and why some businesses fail.</li> <li>3. Assess the relationship between competition and economic efficiency.</li> </ol>	
	<i>Meaning</i>	
<p>CEE #9: (Analyze how) Competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. (Analyze how) Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually,</p>	<p><i>UNDERSTANDINGS</i> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Perfect competitors produce standardized products that become perfect substitutes for each other.</li> <li>2. Perfect competitors produce and sell products that meet consumer demand to maximize both consumer and producer surplus.</li> <li>3. Perfect competitors maximize their profits by producing what consumers demand.</li> </ol>	<p><i>ESSENTIAL QUESTIONS</i> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Should consumers pay attention to different producers of standardized products?</li> <li>2. Why are perfect competitors efficient?</li> <li>3. How do firms with several competitors maximize their profits?</li> </ol>

quantitatively, as well as in words) in order to address a question or solve a problem.	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• purely/perfectly competitive markets</li> <li>• total revenue, average revenue, and marginal revenue</li> <li>• maximizing profit rule</li> <li>• marginal cost curve</li> <li>• side by side models</li> <li>• short-run equilibrium</li> <li>• long-run equilibrium</li> <li>• efficiency</li> <li>• constant cost, increasing cost, and decreasing cost industries</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the conditions required for purely competitive markets.</li> <li>• Describing how revenues are calculated in a purely competitive market.</li> <li>• Explaining how purely competitive firms maximize profits or minimize losses.</li> <li>• Explaining and demonstrating with models why the marginal-cost curve and supply curve of competitive firms are identical.</li> <li>• Comparing firm and market supply and market demand and constructing side-by-side models to show short-run competitive equilibrium.</li> <li>• Explaining how industry entry and exit produce economic efficiency.</li> <li>• Explaining how long-run competitive equilibrium results in economic efficiency.</li> <li>• Differentiating among constant-cost, increasing-cost, and decreasing-cost industries.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Classroom Participation Rubric contextualized for role play	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Perfect competitors differ from other producers by producing identical, standardized products and as such cannot set the market price.</i></p> <p>A. Eraser Market</p> <p>Goal: Students compete to sell their eraser more often than any other students. Some students are allowed to communicate with others, while some students are not.</p> <p>Role: Students are sellers of a mixed variety of erasers; some are identical, some are differentiated. Students are divided into 4 groups (#1 = 1 person; #2 = 3 people; #3 = 6-8 people; #4 = 10+ (must be clear majority of classmates)</p> <p>Audience: Classmates</p> <p>Performance and Purpose: Students will offer their erasers for sale in multiple rounds of a market with the teacher at a price (\$.05 - \$.25) most likely to make the sale. Students should observe the products for sale and the prices offered and ultimately paid by the consumer (teacher).</p> <p>Standards/Criteria for Success: Students accurately offer a competitive price that reflects their group, recognizing that student groups represent 4 different market structures: perfect competitors (\$.05 for identical products); monopolistic competitors (lowest price offered within group without collusion); oligopolies (price set through collusion, however a producer might “cheat” his conspirators and sell for \$.01 less); monopoly (price set at \$.25).</p>

M, A	Free Response Rubric	<p><i>A perfectly competitive market in long-run equilibrium is allocatively and productively efficient.</i></p> <p>B. Free Response Style Question</p> <p>Suppose that roses are produced in a perfectly competitive, increasing-cost industry in long-run equilibrium with identical firms.</p> <p>A. Draw correctly labeled side by side graphs for the rose industry and a typical firm and show each of the following.</p> <ol style="list-style-type: none"> <li>Industry equilibrium price and quantity, labeled PM and QM, respectively.</li> <li>The firm's equilibrium price and quantity, labeled PF and QF, respectively.</li> </ol> <p>B. Is PM larger than, smaller than or equal to PF?</p> <p>C. Assume that there is a decrease in the demand for roses. On your graphs in Part (A), show each of the following.</p> <ol style="list-style-type: none"> <li>The new short-run industry equilibrium price and quantity, labeled PM2 and QM2, respectively.</li> <li>The new short-run profit-maximizing price and quantity for the typical firm, labeled PF2 and QF2, respectively.</li> </ol> <p>D. As the industry adjusts to a new long-run equilibrium,</p> <ol style="list-style-type: none"> <li>What will happen to the number of firms in the industry? Explain.</li> <li>Will the firm's average total cost curve shift upward, shift downward, or remain unchanged?</li> </ol> <p>E. In the long run, compare the firm's profit-maximizing price to each of the following.</p> <ol style="list-style-type: none"> <li>PF in Part (A) (b)</li> <li>PF2 in Part (C) (b)</li> </ol>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from economics textbook chapter about pure competition.</p>
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	Small group practice problem-solving for average revenue, total revenue, marginal revenue, $MR = DARP$ , maximizing profits, minimizing losses, shut down point, side by side market and firm graphs for perfect competitors, entry/exit of firms, productive and allocative efficiency, constant, increasing and decreasing cost industries.
M, A	Rubrics for multiple choice and free response questions.	Multiple choice, stimulus-based, and short answer responses on quizzes and unit test.
M, A	Rubrics for multiple choice and free response questions.	Midterm Exam encompassing units 1, 2, and 3 using multiple choice and free response questions.

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Ask students to give examples of identical and differentiated products or try to differentiate between agricultural goods such as bananas, avocados, popcorn.	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to defend why the demand curve for perfect competitors is perfectly elastic. Why: Consumers and producers benefit most when competition is perfect. How: Simulation; Review HW; Video with graphs; Solve &amp; Share; Quiz or Exit Ticket</i></p>	<p>Progress Monitoring</p>
T, M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events.  <i>For example, Set up a cola war simulation by having students eat samples of the same food (apple/orange slices) without knowing their origins (local farm/organic/imported). Since most students will not be able to differentiate among samples, teacher initiates discussion on perfect substitutes.</i></p>	<p>Teacher looks for engaged and varied responses from multiple students.</p>
M, A	<p>Teacher places students into small groups to review HW, typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study</p>	<p>Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>

	questions.	
A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses.</p> <p><i>For example, perfect competition, market equilibrium price, price taker, perfectly elastic demand curve.</i></p>	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	<p>Teacher initiates guided practice with tutorial videos that break down steps for acquiring each concept and/or skill with scaffolded questions.</p> <p><i>For example, ACDC Perfect Competitors and discussion about benefits for consumers and producers.</i></p>	Teacher circulates to ensure that students are completing and understanding steps. Periodic pauses for students to explain steps in their own words.
M, A	Students work cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill. Groups then come to the board to present solutions while classmates peer assess and offer alternative strategies to find solutions.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.
T, M, A	<p>Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	Teacher looks for engaged and evidence-based responses from multiple students.



## ECE Microeconomics Unit 4 Imperfect Competition (Monopolies, Monopolistic Competitors, Oligopolies)

Stage 1- Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ECO 9-12.4 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>CEE #3: (Describe how) Different methods can be used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate different kinds of goods and services.</p> <p>CEE #9: (Analyze how) Competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. (Analyze how) Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> <p>CSSF: ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Judge a business that inflates its price for its own benefit.</li> <li>2. Evaluate the effectiveness of advertising for common retail goods and services.</li> <li>3. Use strategic behavior when negotiating with others.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Monopolies exert tremendous control over price, extent of competition, and supply in a market.</li> <li>2. Governments can implement policies to decrease the power of monopolies and improve market outcomes for consumers.</li> <li>3. Advertising, brand names, patents, and trademarks are used by imperfect competitors to differentiate them from others.</li> <li>4. Monopolies and oligopolies use</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Why do we love to hate monopolies?</li> <li>2. How effective is government in regulating monopolies, monopolistic competitors, and oligopolies.</li> <li>3. What really differentiates most products?</li> <li>4. How do firms with few to no competitors maximize their profits?</li> </ol>

<p>market outcomes.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>several methods to control price and competition to increase their economic profits.</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• perfect competitor</li> <li>• pure monopoly</li> <li>• natural monopoly</li> <li>• monopolistic competitor</li> <li>• oligopoly</li> <li>• price maker</li> <li>• barriers to entry</li> <li>• profit-maximization</li> <li>• marginal revenue curve</li> <li>• fair return price</li> <li>• socially optimal price</li> <li>• inefficiency/deadweight loss</li> <li>• price discriminating monopoly</li> <li>• antitrust laws</li> <li>• Herfindahl Index</li> <li>• four firm concentration model</li> <li>• price fixing</li> <li>• vertical and horizontal integration</li> <li>• public, industrial, cartel and social regulation</li> <li>• price matrix</li> <li>• strategic behavior</li> <li>• game theory</li> <li>• mutual interdependence</li> <li>• dominant strategy</li> <li>• Nash equilibrium</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Differentiating among the characteristics of perfect competition, pure monopoly, monopolistic competition, and oligopoly.</li> <li>• Explaining how a pure monopoly sets its profit-maximizing output and price.</li> <li>• Evaluating the economic effects of monopoly.</li> <li>• Explaining why a monopolist might prefer to charge different prices in different markets.</li> <li>• Describing and evaluating how and why government can regulate monopolies.</li> <li>• Explaining why monopolistic competitors earn only a normal profit in the long run.</li> <li>• Using game theory strategies.</li> <li>• Describing three oligopoly models and explaining how incentives and obstacles to collusion influence their behaviors.</li> <li>• Determining the potential positive and negative effects of advertising for oligopolists.</li> </ul>

## STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Classroom Presentation Rubric contextualized for peer teaching	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Real world barriers to competition influences price and quantity in the marketplace.</i></p> <p>A. Imperfect Competitors Research and Analysis Project</p> <p>Goal: Synthesize information acquired from public media sources about a contemporary firm operating as an imperfect competitor (monopoly, monopolistic competitor, or oligopoly).</p> <p>Role: Students serve as experts about a business operating as an imperfect competitor.</p> <p>Audience: Classmates.</p> <p>Situation: Students are in a peer teaching situation using real world firms to reinforce key vocabulary, concepts, and skills.</p> <p>Product/Performance and Purpose: Each pair of students creates an audio-visual presentation for their peers to see and hear how the imperfect competitor acts to set prices and quantities in a market and how government may intervene in a market to achieve efficiency. Each pair of students writes an analytical summary describing the behavior and structure of the imperfect competitor.</p> <p>Standards &amp; Criteria for Success: Presentations clearly demonstrate expertise in style of presentation and substance of content.</p> <p><i>Market structure constrains and influences prices, output, and efficiency.</i></p>

M, A	Free Response Rubric	<p>B. Free Response Style Question</p> <p>Rachel's hair salon is a monopoly in a small town and is currently earning an economic profit.</p> <ol style="list-style-type: none"> <li>A. Draw a correctly labeled graph for Rachel and include the curves that are necessary to identify the following:             <ol style="list-style-type: none"> <li>a. The profit maximizing price and quantity of haircuts, labeled <math>P_m</math> and <math>Q_m</math></li> <li>b. The area representing economic profits, shaded completely.</li> </ol> </li> <li>B. Does Rachel's hair salon produce the allocatively efficient quantity? Explain.</li> <li>C. Assume that Rachel signs a new lease with an increase in rent, a fixed cost. Will the price of haircuts provided by Rachel increase, decrease, or stay the same in the short run? Explain.</li> <li>D. Assume that new hair salons enter the market and that the market becomes monopolistically competitive. Answer each of the following.             <ol style="list-style-type: none"> <li>a. The entry of new hair salons creates close substitutes for each salon's services. As a result, will the demand for Rachel's hair salon become more elastic or become less elastic, or will there be no change in elasticity?</li> <li>b. Will the entry cause the demand curve for Rachel's hair salon to shift to the left, shift to the right, or stay the same?</li> <li>c. In long run equilibrium, will Rachel's hair salon produce the productively efficient quantity? Explain.</li> </ol> </li> </ol> <p><i>Oligopolies use strategies of game theory wherein the payoff for each firm depends directly on both the firm's own choice and the</i></p>
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M, A	Free Response Rubric	<p><i>choices of its competitor.</i></p> <p>C. Free Response Style Question</p> <p>Two competing retail firms, Red Shop and Blue Mart, are studying potential locations for new stores in the suburbs of a major city. Each firm must choose between a location north of the city and a location south of the city. The payoff matrix is shown below, with the first entry in each cell indicating Red Shop’s daily profit and the second entry indicating Blue Mart’s daily profit. Both firms know all the information in the payoff matrix.</p> <table><tr><td colspan="2" rowspan="2"></td><th colspan="2">Blue Mart</th></tr><tr><th>North</th><th>South</th></tr><tr><th rowspan="2">Red Shop</th><th>North</th><td>\$900, \$1,800</td><td>\$3,000, \$3,500</td></tr><tr><th>South</th><td>\$5,000, \$4,000</td><td>\$1,500, \$1,000</td></tr></table> <p>(a) If Red Shop chooses a location south of the city, which location is better for Blue Mart? Explain.</p> <p>(b)Is choosing a location to the south of the city a dominant strategy for Red Shop? Explain.</p> <p>(c) If the two firms cooperate in choosing locations, where will each firm locate?</p> <p>(d)Assume that the south suburb has enacted an incentive package to attract new business. Any firm that locates south of the city will receive a subsidy of \$2,000 per day. Redraw the payoff matrix to include the subsidy.</p>			Blue Mart		North	South	Red Shop	North	\$900, \$1,800	\$3,000, \$3,500	South	\$5,000, \$4,000	\$1,500, \$1,000
		Blue Mart													
		North	South												
Red Shop	North	\$900, \$1,800	\$3,000, \$3,500												
	South	\$5,000, \$4,000	\$1,500, \$1,000												

A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from economics textbook chapters about monopolies, monopolistic competition, and oligopolies.</p>
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	Small group practice problem-solving for total revenue, marginal revenue, maximizing profits, minimizing losses, entry/exit of monopolistic competitors, productive and allocative efficiency, regulating monopolies, price discriminating monopolies, and game theory.
M, A	Rubrics for multiple choice and free response questions.	Multiple choice, stimulus-based, and short answer responses on quizzes and unit test.

Stage 3- Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to give examples of patent/license monopolies, natural monopolies, price discriminating monopolies, monopolistic competitors, and oligopolies; describe scenarios when they know they have paid more (or less) for a product than a friend or family member; predict what happens when an imperfect competitor dominates a market; describe analog and digital games wherein one's strategy is in part determined by an opponent's actions/strategies.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. <i>For example, What: Students will be able to use game theory to determine an oligopoly market's Nash equilibrium. Why: Many decisions in life are dependent on the actions of others. How: Daily Question; Review HW; Solve &amp; Share with video examples; Quiz or Exit Ticket</i>	
T, M, A	Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events. <i>For example, "Find a partner with whom you work well and believe will make you a better test taker." After students have moved next to their partner, have them discuss with each other why they chose each other. If desired, initiate a whole class discussion on what qualities about partners informed your choice.</i>	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher allows students to remain in these small groups to review HW, typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of	Teacher review of notes as students review difficult questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

	constructing and interpreting graphs and tables, and responding to study questions.	
A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses. <i>For example, interdependent, dominant strategy, Nash equilibrium.</i>	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students work cooperatively to solve and share problems ( <i>from ACDC Econ</i> ) in small groups for peer-guided practice of each concept and/or skill. Groups then come to the board to present solutions while classmates peer assess and offer alternative strategies to find solutions.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.
T, M, A	Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.  <u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	Teacher looks for engaged and evidence-based responses from multiple students.



Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CEE #2: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.</p> <p>CEE #3: Different methods can be used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate different kinds of goods and services.</p> <p>CEE #10: Institutions evolve and are created to help individuals and groups accomplish their goals. Banks, labor unions, markets, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.</p> <p>CEE #13: Income for most people is determined by the</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Explain how price reflects competition within resource markets.</li> <li>2. Apply cost benefit analysis to deciding how much of a resource to employ to achieve a desired goal.</li> <li>3. Identify how changes in consumer and producer behaviors alter factor/resource markets.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Prices for resources are derived from their demand in the product market.</li> <li>2. Firms use marginal analysis of resource prices to make decisions about best combinations of resources.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What makes one resource (i.e. capital) relatively more expensive than another resource (i.e. labor)?</li> <li>2. How do firms decide when to hire more or less of one resource in relation to another resource?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• factors of production (land, labor, capital)</li> <li>• resource pricing</li> <li>• marginal revenue product</li> <li>• marginal resource cost</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Explaining the significance of resource pricing.</li> <li>• Explaining how the marginal revenue productivity of a resource relates to a firm's demand for that resource.</li> </ul>

<p>market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.</p> <p>CSSF: ECO 9–12.2 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>CSSF: ECO 9–12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> <li>• determinants of resource market shifts</li> <li>• elasticity of resource demand</li> <li>• wages</li> <li>• productivity</li> <li>• perfectly competitive resource market</li> <li>• monopsony</li> <li>• unions</li> <li>• wage differentials</li> <li>• economic rent</li> </ul>	<ul style="list-style-type: none"> <li>• Contrasting the marginal revenue product (MRP) curve of a perfect competitor with the MRP curve of an imperfect competitor (monopolist).</li> <li>• Describing the factors that increase or decrease resource demand.</li> <li>• Explaining the determinants of elasticity of resource demand.</li> <li>• Calculating how a competitive firm selects its optimal combination of resources.</li> <li>• Explaining the close relationship between wages and productivity.</li> <li>• Demonstrating how wage rates and employment levels are determined in competitive and monopsonistic labor markets.</li> <li>• Describing how unions can raise wages.</li> <li>• Graphing resource markets.</li> <li>• Explaining why economic profits occur, and how profits and losses allocate resources among alternative uses.</li> </ul>
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STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A	Classroom Participation Rubric contextualized for peer teaching	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>Employers' decisions to hire resources is based on the availability, productivity, and cost of the factor of production.</i></p> <p>A. Equine Flu Simulation</p> <p>Goal: Students accurately describe and construct graphs that illustrate changes in both resource and product markets affected by the late 19th century outbreak of equine flu.</p> <p>Role: Students assume various roles of sellers and buyers of resources in the national markets for horses, other beasts of burden, canal and rail transport, construction, housing, and food after the spread of equine flu.</p> <p>Audience: Classmates</p> <p>Product/Performance and Purpose: Students will respond in character to changes in the resource and product markets and construct accurate graphs showing shifts in supply and demand curves in response to equine flu. Students will recognize the interaction among several resource and product markets.</p> <p>Standards/Criteria for Success: Graphs demonstrate mastery of necessary components and determinants of supply and demand shifts.</p> <p><i>Perfect and imperfect factor markets both seek to maximize profits and minimize costs.</i></p>
M, A	Free Response Rubric	B. Free Response Style Question

Coldbox Corporation hires its workers in a perfectly competitive labor market and produces and sells frozen peas in a perfectly competitive product market. The market price for peas is \$4 per bag. The table below shows Coldbox's short run production of frozen peas. Labor is the only variable input. Coldbox Corporation's fixed cost is \$500.

Number of workers	Bags of Frozen Peas
0	0
1	60
2	140
3	250
4	320
5	380
6	400

(a) When Coldbox hires the second worker, does it experience diminishing returns? Explain.

(b) Calculate the average fixed cost if Coldbox hires 3 workers. Show your work.

(c) If the wage is \$200 per worker, identify the profit-maximizing number of workers for Coldbox. Explain using marginal analysis

(d) If the price of frozen peas decreases by \$2 per bag, would the number of workers hired by Coldbox be more than, less than, or equal to the number of workers identified in part c? Explain.

		(e) Suppose that Coldbox hires workers from a monopsonistic labor market. Would the wage be higher, lower, or equal to the equilibrium wage in a perfectly competitive labor market?
A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>  Guided reading and note-taking from economics textbook chapters about the demand for resources, wage determination, rent, interest, and profits
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	Small group practice problem-solving for marginal revenue product, marginal revenue productivity, marginal resource cost, optimal combination of resources (labor and capital), perfectly competitive market wages, monopsonistic market wages, union wages, economic rent.
M, A	Rubrics for multiple choice and free response questions.	Multiple choice, stimulus-based, and short answer responses on quizzes and unit test.

Stage 3- Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to describe previous/current work experience, wages; make a list of every resource necessary to produce a pencil; recall profit maximizing rule in product markets.	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to detail all the factors of production or resources utilized to bring a product to market. Why: Resources drive the supply chain. How: Daily Question; Review HW; Video with discussion; Quiz or Exit Ticket</i></p>	Progress Monitoring
T, M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events.  <i>For example, "How do you make pancakes? Where do you get the eggs, how did the eggs get from the farm to a store; what are other uses for eggs, who decides which eggs get used for which purposes? Ask students to join a small group, choose another product (cell phone or a movie) and discuss the questions for this new product. Finally ask students to make a list of 10 people necessary in the production process of their chosen product.</i></p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher allows students to remain in these small groups to review HW, typically, reading and taking notes from textbook	Teacher review of notes as students review difficult questions. May result in whole class review and

	<p>chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study questions.</p>	<p>discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
A	<p>Teacher shows <i>I, Pencil: The Movie</i> as an example of the multidimensional and complicated production process of a rather simple product. Teacher initiates a discussion of how market forces drive the supply chain.</p>	<p>Teacher looks for engaged and varied responses to scaffolded questions from multiple students.</p>
M, A	<p>Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses. <i>For example, resources, factors, inputs, circular flow model</i></p>	<p>Teacher circulates to ensure that students are completing and understanding steps. Periodic pauses for students to explain steps in their own words.</p>
T, M, A	<p>Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Teacher looks for engaged and evidence-based responses from multiple students.</p>

Stage 1- Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9-12.2 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>ECO 9-12.7 Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</p> <p>CEE #16 (Argue when) There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also have direct or indirect effects on peoples'</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Differentiate between public and private goods and the relative merit of each in society.</li> <li>2. Recognize socially efficient and inefficient market outcomes.</li> <li>3. Assess if, when, and to what extent the government should intervene in markets.</li> <li>4. Describe the sources, changes in, and extent of income inequality.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Public and private goods are valued differently.</li> <li>2. Markets may create marginal social costs that are higher than marginal social benefits. Conversely, markets may create marginal social benefits that are higher than marginal social costs.</li> <li>3. Governments can intervene in markets to positively increase efficiency or to negatively increase deadweight loss.</li> <li>4. Income inequality varies with tax policy, human and social capital, effects of discrimination and unequal</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Why are public goods usually undervalued?</li> <li>2. Why are consumers sometimes left with spillover costs? Why are consumers sometimes beneficiaries of spillover benefits?</li> <li>3. What public policies are desirable in imperfect markets?</li> <li>4. How do the values of productive resources contribute to income inequality?</li> </ol>



incomes.	access to markets.	
<p>CEE #17 (Give examples of the) Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.</p> <p>CCSS ELA RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• private goods</li> <li>• public goods</li> <li>• free-rider problem</li> <li>• cost-benefit analysis</li> <li>• MC= MB rule</li> <li>• positive externality</li> <li>• negative externality</li> <li>• spillover benefits</li> <li>• spillover costs</li> <li>• government failure</li> <li>• market failure</li> <li>• rent seeking behavior</li> <li>• progressive tax</li> <li>• regressive tax</li> <li>• proportional tax</li> <li>• efficiency loss of a tax</li> <li>• subsidies</li> <li>• income inequality</li> <li>• Lorenz Curve</li> <li>• Gini Ratio</li> <li>• equality-efficiency trade off</li> <li>• discrimination</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Distinguishing between public and private goods.</li> <li>• Employing cost-benefit analysis as a reliable method for determining the optimal quantity of a public good.</li> <li>• Identifying positive and negative externalities and the methods to remedy them.</li> <li>• Explaining why government and market failures (public and private sector inefficiencies) occur.</li> <li>• Differentiating among tax philosophies and ways to distribute a nation's tax burden.</li> <li>• Applying the principles of tax shifting, tax incidence, and efficiency losses from taxes.</li> <li>• Providing evidence for and against farm subsidies.</li> <li>• Measuring and describing the sources, changes in and extent of income inequality in the U.S.</li> <li>• Providing economic arguments for and against income inequality.</li> <li>• Measuring and describing poverty among age, gender, ethnic, and citizenship groups.</li> <li>• Outlining the major components of the income-maintenance program in the U.S.</li> <li>• Explaining labor market discrimination and how it might affect hiring decisions and wages.</li> </ul>

## STAGE 2

Stage 2- Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A	Classroom Participation Rubric contextualized for discussion	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><i>How individuals value public and private goods.</i></p> <p>A. Bonus Points Challenge</p> <p>Instructions: You have 10 tokens to divide between two boxes. When instructed by your teacher, write a number in each box, fold the paper, and give to your teacher.</p> <p>Name: _____</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Box 1: You will receive one bonus point for every token you place in this box.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Box 2: The sum of all tokens placed in this box by the entire class will be multiplied by 2 to get the total number of bonus points, which will be evenly distributed to everyone in the class.</p> </div> <p>Students may discuss all scenarios of point distribution before all students commit to writing points in boxes. Once each student's bonus points have been calculated and shared, further discuss the value of points allocated as private goods versus public goods, and why some students choose private benefit over public benefit.</p> <p><i>Market outcomes can result in income inequality.</i></p>

M, A	Teacher created rubric	<p>B. Income Inequality Research</p> <p>Go to the interactive <a href="#">income distribution</a> activity. Follow the site's directions to correctly populate the 5 quintiles. Study the sum total, mean and median incomes for this fictitious country.</p> <ul style="list-style-type: none"> <li>What would happen to the mean and median income for this country if the highest income were increased by \$20,000?</li> </ul> <p>Complete this chart based on the information found in A.</p> <ul style="list-style-type: none"> <li>Aggregate/Total Household Income =</li> </ul> <table border="1"> <thead> <tr> <th>Ranking of Household Groups</th><th>Aggregate Income by Group</th><th>Percent Distribution of Aggregate Income</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Lowest</td><td></td><td></td></tr> <tr> <td>2<sup>nd</sup></td><td></td><td></td></tr> <tr> <td>3<sup>rd</sup></td><td></td><td></td></tr> <tr> <td>4<sup>th</sup></td><td></td><td></td></tr> <tr> <td>5<sup>th</sup> Highest</td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>What does this data tell you about the distribution of income for households in this fictitious country?</li> </ul> <p>On a separate sheet of graph paper, draw a correctly labeled graph showing a Lorenz Curve using the information in the table above.</p> <ul style="list-style-type: none"> <li>Does this country seem to have low income inequality or high income inequality?</li> </ul> <p>Via Classroom: Access charts of Income Distribution in U.S. from 1970-2010 (Activity 14.3)</p>	Ranking of Household Groups	Aggregate Income by Group	Percent Distribution of Aggregate Income	1 <sup>st</sup> Lowest			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup> Highest		
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1 <sup>st</sup> Lowest																				
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3 <sup>rd</sup>																				
4 <sup>th</sup>																				
5 <sup>th</sup> Highest																				

		<ul style="list-style-type: none"> <li>Looking at Table A: What has happened to the mean income within each quintile from 1970 to 2010?</li> <li>Looking at Table B: In 2010, what percentage of total income did households in the lowest/poorest quintile earn?</li> <li>In the highest quintile?</li> <li>What has happened to the percentage of aggregate income that households earned in each quintile between 1970 and 2010?</li> <li>How does this data support the statement that the U.S. has an increasing income gap between wealthier households and poorer ones?</li> </ul> <p>Via Classroom: Access charts of Income Distribution among Population Subgroups, 2012 (Activity 14.4)</p> <ul style="list-style-type: none"> <li>Make a generalization for each Table A subgroup across the quintiles. <ul style="list-style-type: none"> <li>Type of household</li> <li>Age of householder</li> <li>Number of earners</li> <li>Work status</li> <li>Mean income</li> </ul> </li> </ul>
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T, M, A	School-wide Communication Rubric contextualized for peer teaching	<ul style="list-style-type: none"> <li>• Make a generalization about the relationship of income level to education achievement based on Table B.</li> <li>• Compare the characteristics of the lowest quintile to the highest quintile. What generalizations can you make?</li> </ul> <p><i>Economic concepts include imperfect competitors, factor markets, market failures, and the role of government in the economy.</i></p> <p>C. Cumulative Review Presentation</p> <p>Goal: Students create a classroom community in which every member contributes to the greater good by becoming an expert in one economic concept and teaching it to others.</p> <p>Role: Students act as teachers/tutors.</p> <p>Audience: Classmates</p> <p>Performance/Product and Purpose: Students will teach a review concept from units 4, 5, &amp; 6 using an interactive slideshow presentation and practice problems.</p> <p>Standards/Criteria for Success: Presentations clearly demonstrate expertise in style of presentation and substance of content.</p>
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A	Evaluation of student notebooks with these criteria for success: accuracy in content of vocabulary; precision in constructing graphs; comprehensive responses to study problems.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from economics textbook chapters about public goods, externalities, economics of taxation, agriculture policy, income inequality, and discrimination.</p>
M, A	Evaluation of student problem-solving process and/or presentation of solutions to whole class with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to practice problems; focused and articulate presentation of solutions.	<p>Small group practice problem-solving for marginal revenue product, marginal revenue productivity, marginal resource cost, optimal combination of resources (labor and capital), perfectly competitive market wages, monopsonistic market wages, union wages, economic rent.</p>
M, A	Rubrics for multiple choice and free response questions.	<p>Multiple choice, stimulus-based, and short answer responses on quizzes.</p>
M, A	Rubrics for multiple choice and free response questions.	<p>Cumulative Exam encompassing units 4, 5, and 6 using multiple choice and free response questions.</p>

Stage 3- Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to describe scenarios when they have benefited from a show, meal, activity for which they did not pay and scenarios in which they have had to shoulder more of a burden in comparison to others participating in the same activity; give examples of government's role in the economy.	
T, M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review.  <i>For example, What: Students will be able to determine when the private market does not produce the socially optimal amount of a product. Why: Sometimes the government must intervene in a free market. How: Daily Question; Review HW; Video with graphs; Quiz or Exit Ticket</i></p>	Progress Monitoring
T, M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current economic events.  <i>For example, "Who pays the healthcare costs of lung cancer patients? Teacher initiates a discussion on the negative spillover costs of cigarette smoke and the diversion of national income to pay healthcare costs for a preventable cancer. Alternatively ask "Who pays the cost of New Milford's July 4th Fireworks display?" Teacher initiates a discussion on the positive spillover benefits for many people in surrounding towns who also observe the fireworks, even though these people do not pay NM taxes.</i></p>	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher places students in small groups to review HW,	Teacher review of notes as students review difficult

	typically, reading and taking notes from textbook chapters according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary, guided practice of constructing and interpreting graphs and tables, and responding to study questions.	questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, skills, and graphs during which students may rethink and revise their HW responses. <i>For example, spillover costs and benefits, negative and positive externalities, socially optimal</i>	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Teacher initiates guided practice with tutorial videos that break down steps for acquiring each concept and/or skill with scaffolded questions. <i>For example, ACDC Externalities and discussion about government interventions (taxes and subsidies) to correct externalities.</i>	Teacher circulates to ensure that students are completing and understanding steps. Periodic pauses for students to explain steps in their own words.
M, A	Students work cooperatively to solve and share problems ( <i>from ACDC Econ</i> ) in small groups for peer-guided practice of each concept and/or skill. Groups then come to the board to present solutions while classmates peer assess and offer alternative strategies to find solutions.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.
T, M, A	Students practice test-taking strategies with practice quizzes in textbook to explain why the right answer is correct and how the other choices serve as distractors. Students are purposely assigned to practice with multiple choice or free response questions, whichever is more needed based on past assessments.	Teacher looks for engaged and evidence-based responses from multiple students.



# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Early College Experience (ECE) Chinese Studies

April 2025

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Mrs. Cara Abraham

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Chinese Studies ECE

### Grades 11-12

The ECE Chinese Studies course is equivalent to the introductory college-level Chinese Culture course at Western Connecticut State University. ECE Chinese Studies is a one semester elective for juniors and seniors that seeks to deepen student understanding of Chinese geography, culture, society and geopolitical interests. It delves deeper into the philosophy, arts, literature and national search for an identity in the modern era. Students will be expected to independently read selections from several memoirs, works of non-fiction and historical fiction and craft research projects into presentations.

ECE Chinese Studies students will co-seat with Honors Chinese Studies students. Students in the ECE class will be able to prove their mastery of Chinese culture by successfully completing the course assignments (a mix of homework, classwork, quizzes, and projects) and passing test assessments after each unit. Their coursework is differentiated to meet the requirements of the WCSU course in the following ways:

- ECE students will be assigned independent reading from additional chapters in the Unit 1 text (Hessler's Rivertown), chapters from a more complex text in Unit 5 (Chang's Wild Swans), and additional readings in Unit 6.
- ECE students will take tests that include more difficult objective questions and more writing prompts.

Their final NMHS grade will be determined by averaging their two quarter grades (@ 45% each) with a final exam (@ 10%). Their final WCSU grade will be determined by averaging their NMHS grade (without the final exam @ 75%) with the final exam approved by WCSU (@ 25%).

### Connection to the Vision of a Graduate

ECE Chinese Studies contributes to the vision of a graduate of New Milford High School in the following ways:

- Students *communicate* with classmates, build *positive relationships*, and develop *social awareness* when working in informal small groups during in class discussions about philosophical and social topics. We build a strong classroom community in this class to promote academic risk-taking and provide students with collaborators with whom they may turn to for out-of-class support. They communicate more deeply with partners to complete performance-based assessments which in turn are formally presented to the class as a whole. Students also create group projects from geographic, demographic, artistic, and cultural research so they can see the immediate impact their contributions have on an authentic audience.

- Students exercise *creativity* when completing performance based activities in Chinese painting, poetry and calligraphy and in creating a series of written, visual, and oral projects about the Chinese family.
- Students engage in *critical thinking* and *problem solving* when considering the many points of view presented in primary and secondary sources about major eras in Chinese history, especially in the readings about the fall of the imperial system and the rise of communism. Students will constructively deliberate about the role of philosophy and politics on the Chinese family.
- Students develop *self-knowledge*, *self-management*, and a *growth mindset* with an independent reading schedule. Students are responsible for meeting due dates, collaborating in multi-step projects, and for peer assessing their classmates' presentations. In this way they learn responsibility from each other. Students are encouraged to revise and make corrections to their work to show that their learning is an on-going process.

## Pacing Guide

This is a one semester course.

Unit 1: Land & People	Eight 79 minute block periods
Unit 2: The Early Imperial Era/Philosophers & Festivals	Eight 79 minute block periods
Unit 3: The Middle Imperial Era/The Scholar's Treasures: Calligraphy, Painting, Poetry	Eight 79 minute block periods
Unit 4: The Late Imperial Era/Government & Foreign Relations	Five 79 minute block periods
Unit 5: 20th Century China/Rise and Consolidation of Chinese Communism	Eleven 79 minute block periods
Unit 6: 21st Century China/Economic Reform & Authoritarianism	Eight 79 minute block periods

## Unit 1: Land & People

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Discuss the interplay of geographic features with a country's ethnicities and settlement patterns.</li> <li>2. Visually present qualitative and quantitative data to inform an audience.</li> <li>3. Confront cultural stereotypes in media and print sources.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• China is a physically large country with a variety of dramatic landforms and bodies of water that significantly impacts where its 1.4 billion people can live and make a living.</li> <li>• China shares land borders with 14 countries posing foreign policy challenges.</li> <li>• China has 56 officially recognized ethnic groups, including the majority Han Chinese people.</li> <li>• China has a long history of environmental engineering projects in service to agriculture and economic</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How has geography influenced settlement and lifestyles in China?</li> <li>• How has China organized its relationships with surrounding countries?</li> <li>• How does China's ethnic diversity help explain its history, politics, and current internal affairs?</li> <li>• How has China's economic development been tied to its environment?</li> <li>• How has China's place in the world determined its role in the world economy?</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>development.</p> <ul style="list-style-type: none"> <li>China has played a significant role in the world's economy for most of its history.</li> </ul>	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Bodies of salt and fresh water including Chang Jiang (Yangtze) and Huang He (Yellow) rivers, Yellow, East China, and South China seas</li> <li>Landforms including the Gobi and Taklamakan deserts, Himalaya, Tien Shan, and Kun Lun mountains</li> <li>Political units including China, Hong Kong, Taiwan, China's international neighbors, China's provinces, municipalities, autonomous regions, and major cities including Beijing, Shanghai</li> <li>Areas of rice and wheat cultivation, areas of pastoral grazing</li> </ul> <p><u>Demographics</u></p> <ul style="list-style-type: none"> <li>Population density</li> <li>Ethnic groups</li> <li>Language dialects</li> <li>Religious groups</li> </ul> <p><u>Economic</u></p> <ul style="list-style-type: none"> <li>Megacities</li> <li>GDP, PPP</li> <li>Historical and modern exports</li> <li>Silk Road and sea routes</li> </ul> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Placing geographic, demographic, economic, and political data on individual maps and thematic BIG Maps.</li> <li>Teaching their classmates how to read their BIG Maps so they are competent in interpreting the maps independently.</li> <li>Reading and interpreting a variety of primary and secondary written sources, including memoir, news reports and analysis, government documents, and opinion pieces.</li> <li>Viewing and interpreting a variety of visual sources, including photographs, drawings, charts, graphs, and maps.</li> <li>Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> <li>Arguing the benefits and dangers of large scale public works projects.</li> <li>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Special Economic Zones</li> </ul> <p><u>Environmental</u></p> <ul style="list-style-type: none"> <li>• Harnessing water through irrigation systems and dam building</li> <li>• Agriculture including terraces and rice paddies</li> <li>• Public Works including the Great Wall, Grand Canal, Three Gorges Dam, and North-South Water Transfer</li> <li>• Industrial pollution and degradation</li> </ul> <p>Zhongguo - Middle Kingdom Sedentary farmers Nomadic pastoralists</p>	
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STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer (M) Meaning	<p>Teacher created rubric with 5 bands of success and 4 criteria:</p> <ul style="list-style-type: none"> <li>• Content and required elements</li> <li>• Style</li> <li>• Presentation</li> <li>• Collaboration</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The interplay of geographic and demographic characteristics with economic and political forces that have shaped and continue to shape China's place in the world.</i></p> <p>Goal/Challenge = Create a BIG Map (24"x30") addressing a theme such as politics/history, economics, religions and philosophies, physical geography, agriculture, and engineering, people and languages.</p> <p>Role = A researcher and cartographer as part of a cooperative learning group.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Using research methods (photos, reference maps, and government databases) students will locate and place geographic, demographic, economic, and political data on thematic BIG Maps.</p> <p>Product and performance = Students use a piece of 24"x30" post-it paper to create a full color, annotated map and present it to their classmates.</p> <p>Standards/criteria for success = BIG Maps are accurate and complete with all required elements displayed in an easy to read and engaging format.</p> <p>*Note: This is a small group project.</p> <p><i>The diversity of China's people, cultural heritage, cuisine, and geographic features.</i></p>

<p>(T) Transfer (M) Meaning (A) Acquisition</p>	<p>Teacher created rubric with 4 bands of success and 5 criteria:</p> <ul style="list-style-type: none"> <li>• Title &amp; Theme</li> <li>• Content</li> <li>• Visuals</li> <li>• Overall Presentation</li> <li>• Works Cited</li> </ul>	<p>Goal/Challenge = Create a travel brochure promoting travel around China to experience its geographic, ethnic, and cultural diversity.</p> <p>Role = A travel agent promoting a seven day tour of China.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Using research methods (photos, reference maps, and reputable internet sources) students will publish a detailed itinerary of historical, religious, philosophical, and cultural sites.</p> <p>Product and performance = Students create a full color tri-fold brochure, poster, magazine section, or website to present to their classmates.</p> <p>Standards/criteria for success = Brochures are accurate and complete with all required elements displayed in an easy to read and engaging format.</p> <p>*Note: This is an individual project.</p> <p><i>There are different perspectives on how a country provides economic development for its citizens which present an opportunity to take a stance and defend a position using evidence from primary and secondary sources.</i></p>
<p>(T) Transfer (M) Meaning</p>	<p>Social Studies Department Argumentative Writing Rubric with 4 bands of success and 5 criteria:</p> <ul style="list-style-type: none"> <li>• Introduction with claim and historical context</li> <li>• Support using evidence</li> <li>• Support using explanatory bridges</li> <li>• Critical thinking</li> <li>• Conventions</li> </ul>	<p>Students will demonstrate the following facets of understanding: explanation, application, interpretation, taking a perspective, and showing empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. The response will also acknowledge alternative perspectives and refute their credibility or relevance. Evidence will be documented with in-text citations and a</p>

		<p>Works Cited in proper MLA format. The response will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>• Argue for or against the Three Gorges Dam.</li> <li>• Should the Chinese government resettle people who live in economically poor areas to more economically productive areas?</li> <li>• Is China's rapid industrialization worth the environmental damage it has caused?</li> </ul> <p>*Note: This is an in-class Socratic seminar in which all students will participate.</p>
<p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.</p> <p>Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.</p> <p>Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about Chinese geography, demographics, economics, political organization, public works projects, and environmental challenges.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess political, economic, demographic, and/or geographic data. For example, students will compare and contrast the heavily populated eastern China with its sparsely populated western autonomous regions.</p>

T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests. *ECE Differentiation - Test will have more difficult objective questions and more writing prompts.

Stage 3- Learning Plan		
Code	<i>Pre-Assessment</i>	
	Show a map of the USA and China side by side and have students discuss relative location and size. Then show China superimposed on the USA to demonstrate how both countries occupy similar latitudes and nearly the same geographic size.	
M, A	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Students will be able to identify and locate geographic features of East Asia on an individual map. Why: Understanding the physical landscape of China sets the stage for understanding how people live in China. How: Daily Question; Review HW; Slideshow of photos of regions and people of China; Complete individual map; Exit Ticket</p>	Progress Monitoring
M, A	<p>Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "Why do you think China calls itself Zhongguo (Middle Kingdom)?" After students respond, teacher shows a China-centric map of the world.</p>	
M, A	<p>Teacher places students into small groups to review HW, typically, reading and taking notes from source material (primary source, secondary source, memoir) according to Unit Responsibility sheet focusing on acquiring domain specific vocabulary and responding to study questions. For example, students will read Chapters 1, 4 and 7 in Hessler's Rivertown, take individual notes, discuss in small</p>	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. Teacher scores the quizzes and uses data to inform the next lesson.

	groups, and then take a reading comprehension quiz with multiple choice and open-ended questions.	*ECE Differentiation - Students will read interchapter vignettes (The City pp. 27-32, The White Crane Ridge pp. 94-98, The Wu River pp. 125-130, The Restaurant Owner pp. 249-254 and The Land pp. 322-326)
M, A	Teacher initiates direct instruction with slideshows of key unit vocabulary, concepts, and during which students may rethink and revise their HW responses. For example, Taklamakan is a sandy desert, Gobi is a rocky desert, and both have acted as physical barriers that have helped isolate China from its north and north western neighbors.	Teacher looks for engaged and varied responses from multiple students.
M, A	Teacher initiates guided practice with reference maps.	Teacher looks for engaged students completing individual maps.
T, M, A	Students work cooperatively to create a BIG Map.	Teacher circulates to ensure that students are working cooperatively and practicing entry level skills of place location and more complex skills of answering interpretative questions.
T, M, A	Students will practice argumentative writing strategies to isolate elements of the argumentative writing process. They will practice taking a stance and defending a historical claim.  <u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.  Abraham, Cara and Michael Abraham. Slideshow of assorted photos of China's landforms, rivers, and Three Gorges Dam. Yale University PIER Fellowship. 2001-2004.	Teacher looks for engaged and evidence-based responses from multiple students.

	<p>Berkman, Patience. "The Three Gorges Dam: Energy, The Environment, and the New Emperors." Education About Asia. V. 3, Number 1. 27-34. Spring 1998.</p> <p>"East Asia in Geographic Perspective." Asia for Educators. Columbia University. 22 May 2012.</p> <p>Gladney, Dru. <u>Ethnic Identity in China: The Making of a Muslim Minority</u>. Fort Worth, TX: Harcourt Brace College Publishers, 1998. P. 11-23.</p> <p>Gordon, Stewart. "Major Asian Rivers of the Tibetan Plateau." Education About Asia. V. 15. Number 3. 15-18. Winter 2010.</p> <p>Hersey, John. <u>A Single Pebble</u>. New York: Bantam Books, 1956.</p> <p>Hessler, Peter. <u>Rivertown: Two Years on the Yangtze</u>. New York: Harper Perennial, 2002.</p> <p>Lipman, Jonathan. "Chinese Geography Through Chinese Cuisine." Social Education. Jan./Feb. 2010.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p>	
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## Unit 2: Early Imperial Era/Philosophers & Festivals

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Consider how one's worldview is influenced by one's beliefs.</li> <li>2. Speculate on how a country's formal and informal belief systems play a role in government and society.</li> <li>3. Recognize how beliefs and values are celebrated across time and space.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The Chinese people practice syncretism, or a blending of religious and philosophical beliefs.</li> <li>• China's philosophies and folk beliefs are centuries old predating the early imperial era, yet were integrated into imperial rule.</li> <li>• China's philosophies and folk beliefs have permeated family structure, social hierarchy, government authority, and countrywide festivals and celebrations.</li> <li>• Confucianism is a belief system that values traditions, patriarchy, hierarchy,</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does having a holistic point of view impact how one sees the world?</li> <li>• How have the teachings of Confucius permeated family, education, government, and international relations in China?</li> <li>• How do China's Daoist and Buddhist beliefs direct personal behavior and influence literature, public art, and architecture?</li> <li>• How has Legalism and the legacy of the first emperor impacted Chinese governance?</li> <li>• How are folk beliefs still an integral part of</li> </ul>



<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>learning, and being a role model.</p> <ul style="list-style-type: none"> <li>• Daoism is a belief system that values restraint, balance, and simplicity.</li> <li>• Buddhism is a religious faith that recognizes reincarnation, karma, and nirvana and values moderation, selflessness, and meditation as a discipline.</li> <li>• The Chinese have folk beliefs that recognize good omens and bad spirits, a pantheon of gods, and rituals that may affect one's life.</li> </ul>	<p>Chinese culture and society?</p> <ul style="list-style-type: none"> <li>• How do the Chinese celebrate major seasonal, familial, and national festivals?</li> </ul>
<p><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <p><u>Early Imperial Period</u></p> <ul style="list-style-type: none"> <li>• Xia, Shang, Zhou, Qin, and Han dynasties</li> </ul> <p><u>Confucianism:</u></p> <ul style="list-style-type: none"> <li>• Kong Fuzi - Confucius</li> <li>• Filial piety</li> <li>• Social order through hierarchy</li> <li>• Education and Civil service exams</li> </ul> <p><u>Daoism:</u></p> <ul style="list-style-type: none"> <li>• Laozi</li> <li>• Energy - qi/chi</li> <li>• Simplicity</li> <li>• "Do nothing" - wu wei</li> </ul> <p><u>Buddhism:</u></p> <ul style="list-style-type: none"> <li>• Siddhartha Gautama - The Buddha</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, literature, and religious and philosophical texts</li> <li>• Viewing and interpreting a variety of visual sources, including photographs, drawings, and a Chinese movie.</li> <li>• Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> <li>• Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> <li>• Discussing in small groups and giving advice in a modern day situation using centuries old teachings.</li> <li>• Researching and presenting a Chinese</li> </ul>

	<ul style="list-style-type: none"> <li>• Four Noble Truths and Middle Way</li> <li>• Mahayana School</li> <li>• Compassion and Heaven</li> <li>• Bodhisattvas</li> </ul> <p><u>Legalism</u></p> <ul style="list-style-type: none"> <li>• Rich rewards, harsh punishments</li> </ul> <p><u>Folk Beliefs:</u></p> <ul style="list-style-type: none"> <li>• ancestor worship</li> <li>• Yin and yang</li> <li>• feng shui</li> </ul> <p><u>Folk Gods:</u></p> <ul style="list-style-type: none"> <li>• Jade Emperor</li> <li>• Monkey King</li> <li>• Dragon King &amp; Dragons of the 4 Seas</li> <li>• Yama, King of the Dead</li> <li>• Immortals</li> <li>• Gods of places (local)</li> </ul> <p><u>Festivals:</u></p> <ul style="list-style-type: none"> <li>• Spring</li> <li>• Lantern</li> <li>• Qing Ming - Tomb Sweeping</li> <li>• Dragon Boat</li> <li>• Ghosts</li> <li>• Mid Autumn</li> </ul>	<p>festival celebration.</p>
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Stage-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	<p>Teacher created discussion rubric with 4 bands of success and 3 criteria:</p> <ul style="list-style-type: none"> <li>• Accuracy, detail, and use of specific evidence</li> <li>• Facility in discussing philosophical tenets</li> <li>• Active participation in discussion</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The core tenets of Confucianism, Daoism, and Buddhism were guides for moral and ethical personal behavior and expectations for public conduct in Chinese society.</i></p> <p>Goal/Challenge = Conduct a student-guided Socratic seminar to clarify, compare and contrast, and give advice on a series of ethical and moral dilemmas.</p> <p>Role = An expert on Confucianism, Daoism, Buddhism, or Legalism giving thoughtful advice.</p> <p>Audience = Classmates within their class period.</p> <p>Situation = Relying on primary source documents, students will advise proper responses when presented with a series of ethical and moral dilemmas.</p> <p>Product and performance = Students may use a completed graphic organizer to help guide them in giving real world advice.</p> <p>Standards/criteria for success = Student participation is accurate, detailed, supported with evidence. Discussion flows from one student to another, building upon or refuting different pieces of advice based on various Chinese philosophies.</p> <p>*Note: This is an in-class Socratic seminar in which all students will participate.</p> <p><i>Chinese festivals reflect folk beliefs, align with the seasons, and are celebrated with food and decorations.</i></p>

(T) Transfer, (M) Meaning, (A) Acquisition	<p>Teacher created presentation rubric with 4 bands of success and 3 criteria:</p> <ul style="list-style-type: none"> <li>• Accuracy, detail, and use of specific evidence</li> <li>• Engaging and effective presentation</li> <li>• Group dynamics</li> </ul>	<p>Goal/Challenge = Prepare a celebration of a Chinese festival</p> <p>Role = Party planners/hosts.</p> <p>Audience = Classmates within their class period.</p> <p>Situation = Plan a 10-15 minute celebration for classmates.</p> <p>Product and performance = Celebration has 1-2 dishes for classmates to sample, an activity for classmates to do, 2 examples of decorations, and a 3-5 slide slideshow.</p> <p>Standards/criteria for success = Students knowledgeably present a Chinese folk festival with all required elements and a sense of fun.</p> <p>*Note: Students will work with partners.</p>
<p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.</p> <p>Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.</p> <p>Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about Chinese religions and philosophies, folk beliefs, folk gods, ancestor worship, and funerals.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess religious and philosophical ideas and paintings, principles of feng shui, and</p>

T, M	<p>approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p> <p>Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.</p>	<p>examples of ancestor portraits. For example, students will analyze historical ancestor portraits and compare them with modern altars to draw conclusions about funerary practices in China.</p> <p>Multiple choice and short answer quizzes</p>
T, M	<p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p>	<p>Multiple choice, stimulus-based, short answer, and short essay tests.</p> <p>*ECE Differentiation - Test will have more difficult objective questions and more writing prompts.</p>

Stage 3-Learning Plan		
Code	<i>Pre-Assessment</i>	
	Classroom discussion centered on identifying what is considered right and wrong, good and bad in our society? How do we know? How do we hold other people accountable for what is right and wrong?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Students will be able to read, annotate, and analyze the founding documents of Chinese philosophies and religions. Why: Philosophers in China set the core beliefs that govern personal and societal interactions. How: Daily Question; Review HW; Slideshow of philosophers; Documents; Exit Ticket	
M, A	Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "Which is more likely to bring about a desired behavior: praise or criticism? Can you give examples of when each one has worked?"	
M, A	Teacher places students into small groups to review HW, in this case a narrated slideshow to allow students to respond to study questions and acquire domain specific vocabulary. For example, students will view and take guided notes while watching a narrated slideshow about Chinese philosophies and religions.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

M, A	Teacher initiates guided practice with the first set of documents (Confucian Analects) for proper annotation.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students work independently to read and annotate additional sets of documents for Daoism, Buddhism, and Legalism.	Teacher looks for engaged students completing individual documents.
M, A	Students work cooperatively to organize core beliefs on a graphic organizer and identify similarities and differences across philosophies and religions.	Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and comparing across multiple ideas.
T, M, A	Students will practice critical thinking in preparing for the Socratic seminar discussion making sure they can offer specific advice and the rationale for the advice.	
M,A	<p>Students will view The Road Home, a Chinese movie about a widow's insistence that her husband be buried according to tradition while also investigating ancestor portraits and the Qing Ming Festival scroll painting.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abraham, Cara. Philosophies and Religions of China. Screencastify slideshow. 2020.</p> <p><i>Along the River During Qing Ming Festival.</i> Painting by Zhang Zeduan. <i>Asia for Educators.</i> <a href="http://www.afe.easia.columbia.edu">www.afe.easia.columbia.edu</a>.</p> <p><i>Along the River During Qing Ming Festival.</i> Reproduction of painting by Zhang Zeduan.</p> <p>Ebrey, Patricia. <u>The Cambridge Illustrated History of China.</u></p>	Teacher looks for engaged students as they work with three different visual sources.

	<p>Cambridge, U.K. Cambridge University Press. 1996.</p> <p><u>The Enduring Legacy of Ancient China</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui. 2006.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p> <p>The Road Home. Dir. Zhang Yimou. Guanxi Film Studios. 1999.</p> <p>Sizer, Nancy Faust. <u>China: Tradition and Change</u>. Ch. 1 "Confucius and the Chinese Family". New York: Longmen, 1991.</p> <p>Wu Ch'eng-en, Waley, Arthur. Trans. <u>Monkey</u>. New York: Grove Press, 1970.</p>	
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## Unit 3: The Middle Imperial Period/The Scholar's Treasures: Calligraphy, Painting, Poetry

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Mentally and physically prepare themselves and their workspace in order to do their best work.</li> <li>2. Invest time and energy into a skill and avocation.</li> <li>3. Consider how words and paintings can evoke emotions and states of mind.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Chinese material culture, such as landscape painting and calligraphy, is refined, artistic, and complex.</li> <li>• Writing calligraphy with brush and ink is an art form made up of precise and delicate strokes.</li> <li>• Chinese writing has been standardized and simplified over time to allow more people access to education.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are the essential tools of a Chinese artist?</li> <li>• Why does Chinese calligraphy hold such a special place in Chinese culture?</li> <li>• How are spoken and written Chinese similar and different?</li> <li>• How does Chinese poetry and painting reflect greater spiritual themes?</li> <li>• How do China's Daoist and Buddhist</li> </ul>

<p>CCSS Literacy in History/Social Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>• Poetry has played a central role in Chinese civilization in guiding religious, political, and communal traditions.</li> <li>• Art reflects the Chinese quest for harmony, and, especially landscape paintings, are often paired with poetry to reflect Daoist or Buddhist beliefs.</li> <li>• A scholar-gentleman (shi dafu) was a master of the Three Perfections: calligraphy, poetry, and painting.</li> </ul>	<p>beliefs direct personal behavior and influence literature, public art, and architecture?</p> <ul style="list-style-type: none"> <li>• Why did Chinese culture and society place a high value on the tradition of a scholar-gentleman?</li> </ul>
<b>Acquisition</b>		
	<p><u>Middle Imperial Period</u></p> <ul style="list-style-type: none"> <li>• Sui, Tang, and Song dynasties</li> </ul> <p><u>Language</u></p> <p>Spoken</p> <ul style="list-style-type: none"> <li>• Mandarin - <i>putonghua</i></li> <li>• 4 Tones</li> </ul> <p>Written</p> <ul style="list-style-type: none"> <li>• Pinyin v Wade-Giles</li> <li>• Pictographs/Ideograms</li> <li>• Radicals</li> <li>• Calligraphy: inkstick, inkstone, brush, paper</li> <li>• Oracle Bones</li> <li>• Bamboo scrolls</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• Jinti shi - short form</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Reading and interpreting a variety of primary and secondary written sources, including biography, and literature.</li> <li>• Viewing and interpreting a variety of visual sources, including photographs, paintings, and Chinese calligraphy.</li> <li>• Researching and presenting a Chinese culture project which will include calligraphy, painting, and poetry.</li> <li>• Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> </ul>

- Ci - lyrical
- Persona - alternative voice
- Yueh-fu ballads

#### Renowned Poets

- Wang Wei
- Li Bai
- Du Fu

#### Painting

##### Six Principles

- Brush technique
- Fidelity to subject
- Composition
- Use of color
- Respect for tradition
- Presence of Qi (cosmic spirit that vitalizes all things)

##### Silk scrolls (hanging or flat)

- Qingming Festival along the River

# STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher developed rubric with 3 bands of success and 2 criteria: <ul style="list-style-type: none"> <li>• Writing performance</li> <li>• Spoken performance</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Mandarin Chinese is spoken using four major tones and uses compound words to more complex ideas. Chinese writing uses characters to represent concrete and abstract ideas. It is also represented by pinyin for users of alphabetical systems.</i></p> <p>Students will demonstrate the following facets of understanding: self-knowledge, explanation, application, and interpretation when orally practicing spoken Mandarin words and phrases and writing Chinese characters with brush and ink. After completing practice sheets, students will compose in pinyin, write in calligraphy, and recite a short passage or poem using their acquired Chinese vocabulary.</p> <p>*Note: This may be an individual or partner project.</p> <p><i>Landscape painting is a Chinese art form that requires total engagement of mind and body to produce a product that demonstrates awareness of the six principles of Chinese painting.</i></p>
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher developed rubric with 3 bands of success and 3 criteria: <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Adherence to ink and brush techniques</li> <li>• Quality of finished project</li> </ul>	<p>Goal/Challenge = Produce a Chinese landscape painting</p> <p>Role = Painter who has learned how to prepare mentally and physically to use brush and ink</p> <p>Audience = Whole school as paintings will be displayed outside the LLC</p> <p>Situation = Given rice paper, Chinese horsehair brushes, and ink, students will prepare their workspace and paint a landscape using the six principles of Chinese painting</p>

		<p>Product and performance = Chinese style landscape painting</p> <p>Standards/criteria for success = Students make a genuine effort to produce a painting that reflects preparation and application of ink and brush techniques.</p> <p>*Note: This is an individual project.</p>
<p>A</p> <p>M, A</p> <p>T, M, A</p> <p>T, M</p> <p>T, M</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.</p> <p>Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.</p> <p>Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p> <p>Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.</p> <p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about Chinese spoken language, written language, painting, and poetry.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of Mandarin Chinese words, Chinese characters, calligraphy, pinyin, poetry, and paintings. For example, students will read and differentiate among different types of Chinese poetry matching poems and paintings.</p> <p>Multiple choice and short answer quizzes</p> <p>Multiple choice, stimulus-based, short answer, and short essay tests.</p> <p>*ECE Differentiation - Test will have more difficult objective questions and more writing prompts.</p>

Stage 3-Learning Plan		
Code	<b>Pre-Assessment</b>	
	<ul style="list-style-type: none"> <li>• K-W-L chart about scholars and scholarship in the US and China.</li> <li>• Discussion based on quotes about preparation. For example, “Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” Abraham Lincoln; “All things are ready, if our mind be so.” Shakespeare, Henry V; “He who is best prepared can best serve his moment of inspiration.” Samuel Taylor Coleridge</li> </ul>	
M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day’s slideshow for all students to see and review. For example, What: Students will be able to differentiate among Chinese folk festivals looking for common themes. Why: Popular cultural celebrations create and reaffirm community. How: Daily Question; Review HW; Slideshow of Chinese folk festivals; Research time; Exit Ticket</p>	Progress Monitoring
M, A	<p>Teacher hooks and holds students’ attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events.</p> <p>For example, show a representative painting from the European Renaissance (oil paint, rich layers of color, perspective, emphasis on the human) and a Tang landscape painting (ink, spontaneous application, monochromatic, dominated by nature). Ask students to compare the two paintings.</p>	
M, A	Teacher places students into small groups to review HW to allow students to respond to study questions and acquire	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar

	<p>domain specific vocabulary. For example, students will discuss why they matched Chinese poems to Chinese paintings.</p>	<p>terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p>
M, A	<p>Teacher initiates guided practice with a painting guide: horsehair brushes, rice paper, paper towels, handouts of brush strokes. Students collect the materials and take special care to set up their painting station.</p>	<p>Teacher looks for careful preparation from all students.</p>
M, A	<p>Students work independently to practice a handful of frequent elements in Chinese landscape paintings (gnarled tree trunks, mountains, streams, pine needles).</p>	<p>Teacher looks for engaged students painting with precision.</p>
M, A	<p>Students circulate around the room to observe and admire classmates' practice paintings.</p>	<p>Teacher circulates with students engaging them in conversation about the progress of their classmates.</p>
T, M, A	<p>Students will practice critical thinking in preparing for the Chinese landscape painting project.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Ebrey, Patricia. <u>The Cambridge Illustrated History of China</u>. Cambridge, U.K. Cambridge University Press. 1996.</p> <p><u>The Enduring Legacy of Ancient China</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui, 2006.</p> <p>Gernet, Jacques. <u>Daily Life in China on the Eve of the Mongol Invasion</u>. Stanford University Press. 1962.</p>	

	<p>Hero. Dir. Zhang Yimou. Miramax Films. 2002.</p> <p>Hessler, Peter. <u>Rivertown: Two Years on the Yangtze</u>. New York. Harper Perennial: 2002.</p> <p>“Landscape Painting in Chinese Art.” <i>The Metropolitan Museum of Art’s Heilbrunn Timeline of Art History</i>. <a href="http://www.metmuseum.org">www.metmuseum.org</a>.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p> <p><i>The Online Museum Resources on Asian Art</i> - <a href="https://afe.easia.columbia.edu/">https://afe.easia.columbia.edu/</a></p> <p>The Song Dynasty in China.” <i>Asia for Educators</i>. Columbia University. 22 May 2012.</p> <p>“Song and Yuan Dynasty Painting and Calligraphy.” <i>Freer/Sackler: The Smithsonian Museum of Asian Art</i>. The Smithsonian Institution. <a href="https://asia-archive.si.edu/publications/songyuan/">https://asia-archive.si.edu/publications/songyuan/</a>.</p>	
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## Unit 4: Late Imperial Period/Government & Foreign Relations

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Weigh the costs and benefits of international diplomacy and exchange.</li> <li>2. Determine when their government is legitimate and deserves their loyalty and participation.</li> <li>3. Decide when reform is necessary or traditions should be conserved.</li> </ol>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The longstanding Chinese imperial system provided stability for the country through many ruling dynasties.</li> <li>• The Chinese people judged an emperor by his ability to maintain peace, oversee a prosperous economy and keep the people fed.</li> <li>• The Chinese are sedentary farmers and have lived in a dynamic tension with their pastoral nomadic neighbors to the north.</li> <li>• Chinese foreign policy and international trade were deeply linked through the tribute system.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why was it that China was able to reconstitute itself over and over again through 3000 years of history?</li> <li>• Under which conditions was a Chinese dynasty considered aging and could be realistically challenged?</li> <li>• Can farmers and nomads coexist?</li> <li>• How did China maintain its cultural superiority in East Asia even as outsiders were militarily and economically stronger?</li> <li>• Which foreign policy options best served China in their confrontations with the Mongols, the Manchus, and the British?</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> <li>• Invasions from the Mongols and Manchus and demands for free trade from the Europeans challenged Chinese traditions and opened up calls for reform.</li> </ul>	
<p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><u>Late Imperial Period</u></p> <ul style="list-style-type: none"> <li>• Yuan, Ming, and Qing dynasties</li> </ul> <p><u>Government Concepts</u></p> <ul style="list-style-type: none"> <li>• Mandate of Heaven</li> <li>• Dynastic Cycle</li> </ul> <p><u>Foreign Relations</u></p> <ul style="list-style-type: none"> <li>• Silk Road</li> <li>• Sedentary agriculturalists v Nomadic pastoralists</li> <li>• Tribute System</li> <li>• Sinification</li> <li>• Mongol conquest</li> <li>• Marco Polo's account</li> <li>• Ming restoration</li> <li>• Zheng He and the Treasure Fleet</li> <li>• Manchu conquest</li> <li>• British trade mission</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Tracing the cyclical nature of the dynastic cycle throughout Chinese history.</li> <li>• Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, travelogues, and history.</li> <li>• Viewing and interpreting a variety of visual sources, including photographs, drawings, and a Chinese movie.</li> <li>• Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> <li>• Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>

## Stage 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	Teacher created rubric with 4 bands of success and 3 criteria: <ul style="list-style-type: none"> <li>● Accuracy of historical content</li> <li>● Analysis of historical content (cause and effect)</li> <li>● Quality of presentation</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Chinese emperors traditionally held the Mandate of Heaven when their rule was legitimate in the eyes of their subjects. If an emperor became neglectful or corrupt, Heaven would show its displeasure by sending natural disasters. An emperor who could not protect their people was said to be unworthy and the Mandate of Heaven was lost.</i></p> <p>Students will demonstrate the following facets of understanding: showing empathy, taking a perspective, interpretation, and explanation when they create a storyboard to show the stages of the dynastic cycle. They will use the historical record to accurately portray a Chinese emperor failing to maintain the Mandate of Heaven, or the legitimate right to rule.</p> <p>*Note: This is a partner project.</p> <p><i>Chinese foreign policy was predicated on Chinese political and cultural superiority. Any interaction with foreigners was channeled through the tribute system where a series of elaborate hierarchical rituals resulted in acceptable terms of trade.</i></p>
	Teacher created rubric with 4 bands of success and 4 criteria: <ul style="list-style-type: none"> <li>● Accuracy of historical content</li> <li>● Quality of dialogue</li> <li>● Quality of role play presentation</li> <li>● Cooperation among group members</li> </ul>	<p>Goal/Challenge = Realistically role play a series of diplomatic meetings between Chinese and foreign officials establishing an official relationship to facilitate economic and cultural exchange.</p> <p>Role = A Chinese or foreign official seeking to establish diplomatic and economic relations.</p>

		<p>Audience = Classmates as experts on the Chinese tribute system</p> <p>Situation = Officials from foreign lands (Mongolia, Manchuria, Japan, Great Britain) come to the Chinese imperial court to establish or reaffirm a diplomatic and economic relationship.</p> <p>Product and performance = Students dress, speak, and exchange sample goods as part of a diplomatic negotiation.</p> <p>Standards/criteria for success = Students negotiate for diplomatic recognition and favorable terms of trade, establishing an official relationship that conforms to the historical record.</p> <p>*Note: This is a small group project.</p>
<p>A</p> <p>M, A</p> <p>T, M, A</p>	<p>Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.</p> <p>Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.</p> <p>Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about the Chinese imperial system, dynastic cycle, Mandate of Heaven, and Chinese foreign policy options.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of successful and unsuccessful Chinese emperors, dynasties, and diplomatic relationships. For example, students will read and view primary source documents and images (paintings and drawings) of foreigners interacting with Chinese officials .</p>

T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests. *ECE Differentiation - Test will have more difficult objective questions and more writing prompts.

Stage 2-Evidence		
Code	<b>Pre-Assessment</b>	
	What is code-switching? When would a person speak one way in front of one audience and speak with different words and body language in front of a different audience? Do you think this change in language and mannerism happens at the international level? Continue discussion to include a definition of diplomacy and diplomatic communication.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Describe the trade relationship along China's northern border? Why: Economic exchange can be a form of diplomacy. How: Daily Question; Review HW; Slideshow of photos of sedentary farmers and nomadic pastoralists in East Asia; primary source analysis; Exit Ticket	
M, A	Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "Describe a time when you knew your adversary had an advantage over you. What are all the ways you could respond to preserve yourself?"	
M, A	Teacher places students into small groups to review HW and allow students to respond to study questions and acquire domain specific vocabulary. For example, students will review prior learning about the Great Wall of China.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.

M, A	Teacher initiates guided practice with primary source documents about the Han dynasty's trade of silk with the Xiongnu of Mongolia in the years 51 BCE-2 CE.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students work in small groups to research other diplomatic/economic missions between the Chinese and foreigners.	Teacher looks for engaged students working cooperatively with primary and secondary sources.
M, A	Students work cooperatively to create scripts for role play assignments.	Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and delineating between cause and effect.
T, M, A	<p>Students will practice critical thinking in critiquing other classmates' skits.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Abraham, Cara and Michael Abraham. Slideshow of assorted photos of farmers and nomads in China, Mongolia, Xinjiang, and Tibet. Yale University PIER Fellowship. 2001-2004.</p> <p>Cheng, Pei-Kai and Michael Lestz and Jonathan D. Spence, Ed. <u>The Search for Modern China: A Documentary Collection</u>. NY: Norton, 1999.</p> <p>Ebrey, Patricia. <u>The Cambridge Illustrated History of China</u>. Cambridge, U.K: Cambridge University Press. 1996.</p> <p><u>The Enduring Legacy of Ancient China</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui, 2006.</p>	Teacher encourages and models positive feedback and constructive criticism of peers.

	<p>Gronewald, Dr. Sue. "The Ming Voyages: A Teaching Unit. <i>Asia for Educators</i>. Columbia University. 2005.  <a href="https://afe.easia.columbia.edu/special/china_1000ce_mingvoyages.htm">https://afe.easia.columbia.edu/special/china_1000ce_mingvoyages.htm</a></p> <p>Kahn, Paul. Ed. <u>The Secret History of the Mongols: The Origin of Chingis Khan</u>. Boston: Cheng &amp; Tsui. 1998.</p> <p>Menzies, Gavin. <u>1421: The Year China Discovered America</u>. NY: Harper Collins, 2002.</p> <p>"The Mongols in World History." <i>Asia for Educators</i>. Columbia University. <a href="https://afe.easia.columbia.edu/mongols/">https://afe.easia.columbia.edu/mongols/</a>.</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. New York: McGraw-Hill, 2005.</p> <p>Sizer, Nancy Faust. <u>China: Tradition and Change</u>. New York: Longmen, 1991.</p> <p>Spence, Jonathan D. 2<sup>nd</sup> Edition. <u>The Search for Modern China</u>. NY: Norton, 1999.</p> <p>"Two Edicts From the Qianlong Emperor, on the Occasion of Lord Macartney's Mission to China, Sept. 1793. <i>Asia for Educators</i>. Columbia University.  <a href="https://afe.easia.columbia.edu/special/china_1750_macartney.htm">https://afe.easia.columbia.edu/special/china_1750_macartney.htm</a>.</p>	
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## Unit 5: Rise and Consolidation of Chinese Communism

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Describe a family's structure and responsibilities across time and place.</li> <li>2. Assess the role of ideology in government and society.</li> <li>3. Evaluate the successes and failures of cultural changes.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The most important thing for Chinese people is family.</li> <li>• Filial piety, or respect for one's parents and other ancestors, holds sway over every decision a child makes as they come of age and set out to make one's own life.</li> <li>• The tumultuous 20th century brought about changes in family values as China left behind its imperial system, modernized, and saw the consolidation</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How have traditional values, such as the teachings of Confucius, continued to guide family and education in China?</li> <li>• How did the early years of the Chinese Republic, including the May Fourth and New Culture Movements, challenge family traditions?</li> <li>• How and why did the Chinese Communist Party implement revolutionary changes in the Chinese family?</li> </ul>

<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>of power by the Chinese Communist Party.</p>	<ul style="list-style-type: none"> <li>How has the Chinese family adapted to the modern era in China?</li> </ul>
	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><u>Traditional Family Values</u></p> <ul style="list-style-type: none"> <li>Confucianism</li> <li>Filial piety</li> <li>Arranged marriages</li> <li>Concubines</li> <li>Foot-binding</li> </ul> <p>May Fourth &amp; New Culture Movements</p> <p>Chinese Civil War</p> <p><u>Chinese Communist Party</u></p> <ul style="list-style-type: none"> <li>Communist Revolution</li> <li>Great Leap Forward</li> <li>Mao Zedong</li> <li>Little Red Books</li> <li>Great Proletarian Cultural Revolution</li> <li>Red Guards</li> <li>Reeducation/Labor Camps</li> </ul> <p><u>Revolutionary Family Values</u></p> <ul style="list-style-type: none"> <li>1950 Marriage Law</li> <li>"Women hold up half the sky"</li> <li>Self-criticism/struggle sessions</li> <li>Attacking the Four Olds</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, historical fiction, and history.</li> <li>Viewing and interpreting a variety of visual sources, including photographs and a Chinese movie.</li> <li>Comparing and contrasting traditional and revolutionary values as applied to Chinese families.</li> <li>Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> <li>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>

## STAGE 2

Stage 2-Evidence		
Code	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	<p>Teacher created rubric with 4 bands of success and 2 criteria:</p> <ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Quality of performance</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Chinese families struggled to maintain the traditional value of filial piety in the face of new Communist Party ideology that sought to break hierarchy, patriarchy, and local loyalty in favor of a modern egalitarian state.</i></p> <p>Goal/Challenge = Produce one written, visual, or oral product that accurately illustrates the family at various times in modern Chinese history.</p> <p>Role = An astute observer of the Chinese family.</p> <p>Audience = Classmates.</p> <p>Situation = Students create artifacts that represent the Chinese family in 3 periods in Chinese history: traditional (before 1911); revolutionary (1911-1976); and modern (post 1976).</p> <p>Product and performance = Students may choose which format (written, visual, oral) to match with each period. Each project should clearly include several examples of Chinese family values that were evident within the chosen historical time period.</p> <p>Standards/criteria for success = Shows a sophisticated understanding of the relevant ideas of Chinese family values and the corresponding historical period of Chinese history. The concepts and evidence used are advanced and go well above and beyond requirements. Product communicates quite effectively and is mindful of the audience, context, and purpose. Ideas are presented in an engaging, authentic, and thorough manner.</p>

		<p>*Note - This is an individual project for written and visual products; it may be a partner or small group project for oral products. The 3rd performance task is a part of the next unit on contemporary China since 1976.</p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about the traditional Chinese family (filial piety, Confucian hierarchy and patriarchy, arranged marriages, foot binding, concubines); revolutionary Chinese family (1950 Marriage Law granting equality in marriage and divorce, Great Proletarian Cultural Revolution, Red Guards).</p>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	<p>Answering daily review, preview, summary, and speculative questions.</p>
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	<p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of Chinese family values enduring or buckling under pressure from changing political and social norms and mores.</p>
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	<p>Multiple choice and short answer quizzes</p>
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	<p>Multiple choice, stimulus-based, short answer, and short essay tests.            *ECE Differentiation - Test will have more difficult objective questions and more writing prompts.</p>

Stage 3-Learning Plan		
Code	<b>Pre-Assessment</b>	
	Ask students to make a list of all the ways they could get someone to do something for them. Rank them from most effective to least effective. Categorize them as acceptable and “normal” versus unacceptable and/or immoral. Mark which ones would likely be carried out by a family member and which ones are likely to be carried out by a government.	
M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day’s slideshow for all students to see and review. For example, What: List and assess the goals and methods of the Cultural Revolution. Why: If family is truly core to Chinese identity, we can learn a lot about how successful political movements were in continuing or changing family values.. How: Daily Question; Review HW; Slideshow of propaganda posters from the Cultural Revolution; watch Chinese movie; Exit Ticket	
	Teacher hooks and holds students’ attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, “Have you ever gone against the wishes of your family? What happened? If not, would you ever go against the wishes of your family? Why or why not?”	
M, A	Teacher places students into small groups to review HW and allow students to respond to study questions and acquire domain specific vocabulary. For example, students will review reading notes from anchor text, China Son.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or

		<p>skill.</p> <p>ECE Differentiation - Students will read chapters from a more sophisticated text, <u>Wild Swans</u>. These may include Chapters 1, 2, 6, 7, 8, 11, 12, 14, 15, 16, 17, 19, 20, 27.</p>
M, A	Teacher initiates guided practice with primary source propaganda posters from the Cultural Revolution.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students work in small groups to identify subject, purpose, audience, and historical significance of sets of propaganda posters.	Teacher looks for engaged students working cooperatively with sources.
M, A	Students watch <i>Balzac and the Little Chinese Seamstress</i> with English subtitles.	Teacher looks for active listening and viewing by students.
T, M, A	<p>Students will create a graphic organizer to align examples of changes to Chinese families as represented in the anchor text, propaganda posters, and movie.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>Balzac and the Little Chinese Seamstress</i>. Dir. Sijie Dai. First Run Features. 2005.</p> <p>Chen, Da. <u>China's Son</u>. NY: Random House, 2000.</p> <p>Chang, Jung. <u>Wild Swans: Three Daughters of China</u>. NY: Touchstone, 2003.</p>	<p>Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and compare and contrast.</p>

	<p><i>China in the World: A History Since 1644</i>. Primary Source, Inc. Cheng and Tsui. Boston. 2009.</p> <p>“My Old Home” - Lu Xun (Portrayal of differing social classes in early 20<sup>th</sup> century China)</p> <p>“Family” - Ba Jin (Portrayal of filial expectations for family members in early 20<sup>th</sup> century China)</p> <p>“Rickshaw” by Lao She (Portrayal of the hard life of a rickshaw operator)</p> <p>“Growing Up Female” by Li Xiuwen (Account of early 20<sup>th</sup> cent. problems facing women)</p> <p>Two Accounts of Village Life – Accounts of village life by Fei Xiatong and Li Xiuwen</p> <p>The Long March – “The Bridge of Iron Chains” by Yang Zhengwu</p> <p>“The Great Snowy Mountains” Anonymous source</p> <p>“New Faith” by Ding Ling - Account of Japanese massacre in Nanjing</p> <p>Morton, W. Scott and Charlton M. Lewis. <u>China: Its History and Culture</u>. 4<sup>th</sup> Ed. NY: McGraw-Hill, 2005.</p> <p>Pan. Philip P. <u>Out of Mao's Shadow: The Struggle for the Soul of a New China</u>. NY: Simon and Schuster, 2008.</p> <p>Spence, Jonathan D. 2<sup>nd</sup> Edition. <u>The Search for Modern China</u>. NY: Norton, 1999.</p> <p><i>To Live</i>. Dir. Zhang Yimou. Metro-Goldwyn Mayer Studios. 1994.</p>	
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## Unit 6: Reform & Authoritarianism

Stage 1-Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS Literacy in History/Social Studies 11-12: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS Literacy in History/Social Studies 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS Literacy in History/Social Studies 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS Literacy in History/Social</p>	<p><b><i>Transfer</i></b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Describe a family's structure and responsibilities across time and place.</li> <li>2. Assess the role of economic development in government and society.</li> <li>3. Evaluate the international implications of a rising Chinese nation-state.</li> </ol>	
	<p><b><i>Meaning</i></b></p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The most important thing for Chinese people continues to be family.</li> <li>• Filial piety is challenged by the rise of single child families.</li> <li>• The 21st century has introduced economic and technological changes that continue to impact Chinese families.</li> <li>• China has many stress fractures caused by economic, ethnic, and geographic cleavages.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How did the economic boom of the Reform Era bring about changes to the Chinese family?</li> <li>• What are the consequences of setting a national birth policy?</li> <li>• How does the Chinese digital ecosystem guide the Chinese as citizens and consumers?</li> <li>• Is it likely China will remain a single nation state?</li> <li>• Will Chinese people accept its government's bargain of providing economic liberalization with no political</li> </ul>



<p>Studies 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS Writing in History/Social Studies 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>• The government has made a tacit agreement with its people to provide economic development and relative prosperity in exchange for political repression in a one party system.</li> <li>• China, especially under President Xi Jinping, seeks to establish itself as a world power in trade, economic development, and power politics.</li> </ul>	<p>liberalization?</p> <ul style="list-style-type: none"> <li>• What are the consequences of China's resurgence as a dominant player in world politics and international economics?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><u>Reform and Opening</u></p> <ul style="list-style-type: none"> <li>• Deng Xiaoping</li> <li>• Socialism with Chinese characteristics</li> <li>• “black cat, white cat ... as long as it catches mice”</li> <li>• Special economic zones</li> <li>• World Trade Organization membership</li> </ul> <p>One Child Policy Three Child Policy</p> <p>Tiananmen Square Massacre/Incident Chinese nationalism Return of Hong Kong “One country, two systems” Republic of China (Taiwan) Xi Jinping and Xi Jinping Thought</p> <p>Great Firewall of China Chinese internet and social media apps</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Reading and interpreting a variety of primary and secondary written sources, including memoir, biography, and history.</li> <li>• Viewing and interpreting a variety of visual sources, including photographs and clips from several Chinese movies.</li> <li>• Comparing and contrasting traditional, revolutionary, and modern values as applied to Chinese families.</li> <li>• Explaining a source's point of view, purpose, historical or political situation, and intended audience.</li> <li>• Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</li> </ul>

## STAGE 2

Stage 2-Evidence		
	Evaluative Criteria	Assessment Evidence
(T) Transfer, (M) Meaning, (A) Acquisition	<p>Teacher created rubric with 4 bands of success and 2 criteria:</p> <ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Quality of performance</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Chinese families struggled to maintain the traditional value of filial piety in the face of new Communist Party ideology that sought to break hierarchy, patriarchy, and local loyalty in favor of a modern egalitarian state.</i></p> <p>Goal/Challenge = Produce one written, visual, or oral product that accurately illustrates the family at various times in modern Chinese history.</p> <p>Role = An astute observer of the Chinese family.</p> <p>Audience = Classmates.</p> <p>Situation = Students create artifacts that represent the Chinese family in 3 periods in Chinese history: traditional (before 1911); revolutionary (1911-1976); and modern (post 1976).</p> <p>Product and performance = Students may choose which format (written, visual, oral) to match with each period. Each project should clearly include several examples of Chinese family values that were evident within the chosen historical time period.</p> <p>Standards/criteria for success = Shows a sophisticated understanding of the relevant ideas of Chinese family values and the corresponding historical period of Chinese history. The concepts and evidence used are advanced and go well above and beyond requirements. Product communicates quite effectively and is mindful of the audience, context, and purpose. Ideas are presented in an engaging, authentic, and thorough manner.</p>

<p>(T) Transfer, (M) Meaning</p>	<p>Social Studies Department Argumentative Writing Rubric with 4 bands of success and 5 criteria:</p> <ul style="list-style-type: none"> <li>● Introduction with claim and historical context</li> <li>● Support using evidence</li> <li>● Support using explanatory bridges</li> <li>● Critical thinking</li> <li>● Conventions</li> </ul>	<p>*Note this will be the 3rd choice project started in the last unit.</p> <p><i>There are different perspectives on how a country provides economic development for its citizens which present an opportunity to take a stance and defend a position using evidence from primary and secondary sources.</i></p> <p>Students will demonstrate the following facets of understanding: explanation, application, interpretation, taking a perspective, and showing empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. The response will also acknowledge alternative perspectives and refute their credibility or relevance. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The response will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> <li>● Capitalism has been good for China.</li> <li>● China has proven itself the factory for the world. Now it is ready to be a superpower.</li> <li>● Because of its poor record on human rights, especially in relation to its autonomous minority regions (Tibet and Xinjiang), China should be sanctioned.</li> </ul> <p>*Note: This is an in-class Socratic seminar in which all students will participate.</p>
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		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p>
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and cultural concepts.	Guided reading and note-taking from primary and secondary sources and teacher-created slideshows about the Reform Era (1976-1989); One and Three Child Policies; control of the Chinese internet; and rise of authoritarianism under Xi Jinping.
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Answering daily review, preview, summary, and speculative questions.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, create, and/or assess examples of stress fractures (ethnic groups, rural/urban, peasant farmer/factory worker, education, migrant workers) in Chinese society.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes
T, M	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	<p>Multiple choice, stimulus-based, short answer, and short essay tests.</p> <p>*ECE Differentiation - Test will have more difficult objective questions and more writing prompts.</p>

Stage 3-Learning Plan		
Code	<p><b>Pre-Assessment</b></p> <p>Recall the social disruption caused by the Industrial Revolution in Europe, the United States, and Japan. Make a list of all the social problems you predict will affect Chinese people as China enters the global market. Keep it and refer back to our list to see how prescient we were.</p> <p>Revisit the thematic maps from the first unit. What evidence from which maps will help guide our investigation into China's re-emergence as a world leader?</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Teacher sets the purpose for learning by posting the objective(s), rationale, and learning activities on a whiteboard or the day's slideshow for all students to see and review. For example, What: Describe and differentiate among the stress fractures in modern Chinese society. Why: China is a diverse country with serious cleavages that threaten the regime's stability. How: Daily Question; Review HW; Slideshow of the One and Three Child Policies; watch Chinese movie clips; Exit Ticket	
M, A	Teacher hooks and holds students' attention with daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills often connected to current events. For example, "How many of you are only children? How many have siblings?" Pair a singleton with a sibling and have them discuss their relationship with their parents, extended family members, pressure to conform to academic, athletic, community service, or financial expectations. Have students take note of similarities and differences.	
M, A	Teacher places students into small groups to review HW and	Teacher review of notes as students pair with a

	<p>allow students to respond to study questions and acquire domain specific vocabulary. For example, students will review reading from <i>Gilded Age</i>, <i>Gilded Cage</i>.</p>	<p>partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. ECE Differentiation - Students will view additional documentary and popular video clips (<i>Last Train Home</i>, <i>Not One Less</i> and <i>If You Are the One</i>) and read additional texts (chapters from <u>Country Driving</u> and <u>China Wakes</u>).</p>
M, A	Teacher initiates guided practice by analyzing photos of propaganda posters, promotional billboards, and physical installations in China promoting the one child policy.	Teacher looks for engaged and varied responses from multiple students.
M, A	Students work in small groups to read, analyze, and summarize case studies from Vanessa Fong's research about coming of age under China's one child policy.	Teacher looks for engaged students working cooperatively with sources.
M, A	Students watch <i>Please Vote for Me</i> tracing the efforts of three 3rd grade students who are running for class leader.	Teacher looks for active listening and viewing by students.
T, M, A	<p>Students will create a graphic organizer to align examples of changes to Chinese families as represented in the texts, propaganda posters, and movie clips.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	Teacher circulates to ensure that students are working cooperatively and practicing higher level skills of organizing details and compare and contrast.

	<p>Abraham, Cara and Michael Abraham. Slideshow of assorted photos from Beijing, Xian, Chongqing, Chengdu, and Shanghai. Yale University PIER Fellowship. 2001-2004.</p> <p>Chang, Leslie. "Gilded Age, Gilded Cage, China's Sudden Prosperity Brings Undreamed of Freedoms and New Anxieties." National Geographic May 2008.</p> <p><u>China in the World: A History Since 1644</u>. Ed. Primary Source Inc. Boston: Cheng and Tsui, 2009.</p> <p>Fong, Vanessa, L. <u>Only Hope: Coming of Age under China's One Child Policy</u>. Stanford University Press, 2004.</p> <p>Hessler, Peter. <u>Country Driving: A Chinese Road Trip</u>. New York: Harper Perennial, 2010.</p> <p><i>If You Are the One</i>. Dir. Feng Xiang. 2008.</p> <p>Johnson, Ian. Director and Author. "China's Great Uprooting: Moving 250 Million to Cities". The New York Times Video. June 13, 2015.</p> <p><i>Last Train Home</i>. Dir. Fan Lixian. 2009.</p> <p>Mishra, Pankaj. "The Restless Children of the Dalai Lama". <i>The New York Times</i>. December 18, 2005.</p> <p><i>Not One Less</i>. Dir. Zhang Yimou. Sony Pictures. 1999.</p> <p><i>Please Vote for Me</i>. Dir. Chen Weijun. 2007.</p> <p>"The Tank Man." PBS Frontline. 11 April. 2006. WGBH Education Foundation. 2012.</p>	
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	<p>WuDunn, Sheryl and Nicholas Kristof. <u>China Wakes: The Struggle for the Soul of a Rising Power</u>. NY: Penguin Random House, 1994.</p> <p><i>Young and Restless in China</i>. PBS Frontline. 17 June 2008. <a href="https://www.pbs.org/wgbh/pages/frontline/youngchina/">https://www.pbs.org/wgbh/pages/frontline/youngchina/</a></p> <p>Zhang Xueying. "What has the Qinghai- Tibet Railway Brought to China?" <i>China Today</i>. October 2006. Excerpts 1-3.</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



ECE - Intermediate Marketing

April 2025

## **New Milford Board of Education**

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Eileen Wargo

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## ECE - Intermediate Marketing

### Junior/Senior Level

This full-year course is designed for high school students seeking college credit. It provides a comprehensive introduction to marketing principles and practices, suitable for students with some basic knowledge of business concepts. It relates to the Common Core by emphasizing a deep understanding of marketing principles and application of critical thinking skills to allow for in-depth exploration of topics and hands-on activities. They will develop their analytical skills and strengthen their leadership and management tools in developing and presenting marketing plans. Students will utilize 21st century thinking skills by utilizing digital marketing tools and techniques. They will also acknowledge their cross-cultural fluency in carrying out business activities and analyze local marketing issues at a global level.

### Vision of a Graduate

**Critical Thinking** - Students will engage in critical thinking throughout this course. To think critically, students need to be able to analyze information objectively, looking at all sides of an issue to come to a conclusion or a judgment that they can then support. Students will participate in project based learning throughout the semester requiring critical thinking including: evaluating economic choices in different countries around the world, creating a partnership idea between a for-profit and nonprofit organization, and exploring connections between successful entrepreneurs and their personality traits.

**Communication** - Students will learn and practice the art of being an effective communicator. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course as well as present new information. Students will communicate through writing by creating informational and professional slideshows, as well as communicating orally through presentation to their peers.

**Positive Relationships** - Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

**Growth Mindset** - Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes and possible misconceptions, and explore ideas to expand their thinking.

**Social Awareness** - Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with others, including those from diverse backgrounds, abilities and cultures.

### **Pacing Guide**

<b>Unit 1 - Marketing Strategy, Leadership and Customer Relationships</b>	Pacing 3 weeks or 8-9 block classes
<b>Unit 2 - Social Responsibility &amp; Ethics in Marketing</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 3 - Diversity, Law and Legal Issues and Acts</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 4 - Market Research and Target Market Analysis</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 5 - Consumer Behavior</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 6 - Digital Marketing/Social Media Marketing and Networking</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 7 - Product Branding and Packaging</b>	Pacing 3 weeks or 8-9 block classes
<b>Unit 8 - Pricing</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 9 - Advertising/Promotion</b>	Pacing 2 weeks or 6-7 block classes
<b>Unit 10 - Supply Chain Management/Direct Marketing and Distribution Mgmt</b>	Pacing 2 weeks or 6-7 block classes

# Unit 1: Marketing Strategy, Leadership and Customer Relationships

## Stage 1 Desired Results

Stage 1 Desired Results		
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association)</p> <p>Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, society and the global community.</p> <p>Analyze the management theories and their application within the business environment.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate the benefits of various marketing roles in a marketing department and how they all aid in a company's marketing strategy</li> <li>• Foster customer relationships and understand how these relationships will aid in creating new relationships</li> </ul>	
<p>Level 1 Performance Expectations</p> <p>How is the organization of a business analyzed to understand its interior and exterior landscape?</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p> <p>Social awareness: Recognizing situational demands and opportunities and understanding the influences of organizations and systems on behavior</p>	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• There are different types of organizational structures based on the vision and values of the company</li> <li>• Various ways of managing different issues that arise/the problem solving process</li> <li>• SWOT and PESTLE analyses to manage exterior threats, challenges and strengths of the business</li> <li>• The characteristics of a good manager and different leadership styles</li> <li>• The responsibilities of managers</li> <li>• Develop an effective management strategy in order to stand out amongst its competition and be an employer of</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does the vision and mission of a company affect the leadership style of a manager and organizational structure of a business?</li> <li>• How are SWOT and PESTLE analyses used in business to understand its external and internal business landscape?</li> <li>• Why does a business need managers?</li> <li>• How do managers manage their operations effectively?</li> </ul>

Responsible Decision making: Recognizing how critical thinking skills are useful both inside and outside of the organization	choice	
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Managers' primary work is: Planning, Organizing, Implementing and Controlling</li> <li>• The four types of management theories: classical, administrative, behavioral, quality management</li> <li>• What TQM stands for and what it is</li> <li>• The four types of leadership styles: autocratic, democratic, open and situational</li> <li>• Types of organizational structures: line, line and staff, matrix and team</li> <li>• Types of Planning: Strategic (SWOT and PESTLE mean and their values) and Operational</li> <li>• The four types of management standards: Quantity, Quality, Time and Cost</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Understanding the type of management style according to the problem</li> <li>• Using SWOT and PESTLE analyses to understand a business' strengths and weaknesses</li> <li>• Analyzing companies and figure out which organizational structure they have</li> <li>• Which marketing management roles help to achieve a company's marketing strategy and build customer relationships</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<ul style="list-style-type: none"> <li>- Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.</li> <li>- Teacher rubric evaluating case study application of material learned</li> <li>- Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</li> </ul> <p><b>Impact -</b>            Slideshow - was the task complete - was the required information clearly provided in an easy to read way -including: Organizational Structure and management style            Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p><b>Content -</b> Was the organizational structure explained in a comprehensive way with critical information including: the organization, the issues, management challenges</p> <p><b>Quality -</b> The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance, detailed information from the case study.</p>	<p><b>PERFORMANCE TASK(S):</b> Warby Parker Case Study  <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will read the Warby Parker case study and reflect on the organizational style and business platform. They will analyze why the company has its organizational structure and answer how the company can address its problem with an applicable management style and how this structure can help Warby Parker expand its business. They will create a Google Slides presentation on their ideas.</p> <p>Role: Management Consultant</p> <p>Audience: Classmates</p> <p>Situation: You have been hired by Warby Parker to reflect on its current management style, its business platform and how its current situation and possibly any management changes could afford the company new opportunities. You will present your ideas to the management of Warby Parker.</p> <p><b>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT</b>            - Students will create a professional google slide show presentation which will include: the status of the current economy with factual support, an identified target market, details on a new “toy invention”, and conclusion.</p> <p><b>STANDARDS/CRITERIA FOR JUDGING SUCCESS -</b> Professional presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>



	<p><b>Process</b> - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class, the student uses information from the case study to answer the questions.</p>	
A, T, M	Teacher Checklist	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

Stage 3 – Learning Plan		
Code M	<b>Pre-Assessment</b> Pre-assessments will be given to determine student's prior knowledge regarding the management structures and marketing management roles. Real marketing topics will be used to determine prior knowledge on topics.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
T	Teacher will begin the unit with what are the characteristics of a well managed organization.	Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion and group work.</li> <li>- Summative assessment</li> <li>- Teacher observation</li> </ul>
A	Students will participate in a competitive fun group activity to identify the management structure of certain companies.	
T	Teacher will introduce and explain the primary work of all managers.	
T	Teacher will present the types of management theories, how to develop an effective management strategy.	
M	Teacher leads discussion on why do companies "downsize"?	
M	Student reads the Checkers case study and answers questions related to management structures.	
M	Teacher will discuss the problem solving process of managers.	

A	Students will watch The “Eco-Me” Episode of <u>The Profit</u> and apply the problem solving process to the management issue.	-
A	Teacher will present types of planning: Strategic (SWOT and PESTLE analysis) and Operational, Students use SWOT and PESTLE analysis on The Warby Parker case.	
T	<p>Teacher will present types of management standards</p> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <ul style="list-style-type: none"> <li>- Teacher-made slides, notes, directions, rubrics and presentations</li> <li>- Episode of <u>The Profit</u> and Warby Parker, Checkers case studies</li> <li>- Teacher created google forms</li> </ul>	

## Unit 2: Social Responsibility and Ethics in Marketing

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>NBEA ACHIEVEMENT STANDARD: Analyze the influence of external factors on marketing and how ethics plays a role in promotion of products and services.</p> <p>Describe the role of ethics in supporting sustainable marketing practices</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Identify ethical and unethical behavior</li> <li>• Know the steps for dealing with an ethical dilemma both personally and professionally</li> <li>• Realize the rewards and challenges of entrepreneurship and franchises</li> <li>• Managing challenging ethical situations</li> </ul>	
	<i>Meaning</i>	
<p>Identify ethical issues and their impact on marketing</p> <p>Differentiate between ethical and unethical marketing practices</p> <p><b>ISTE 2.b</b> - Engage in positive, safe, legal, and ethical behavior when interacting with customers and suppliers.</p> <p>Understanding the role of ethics in marketing and the meaning of ethics.</p> <p>SEL competencies: Social awareness: Demonstrating empathy and compassion and recognizing</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Individuals have different ethical and moral standards</li> <li>• Ethical and unethical behavior affect companies in positive and negative ways.</li> <li>• In addition to making a profit, companies have social responsibilities.</li> <li>• There is a wide variation of ethical practices throughout the world.</li> <li>• Entrepreneurs face many challenges, however, those who succeed see many rewards.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do your ethics and morals vary from your peers?</li> <li>• What would you do if a business directive went against your morals?</li> <li>• Where do our ethics and morals come from?</li> <li>• How do companies deal with ethical issues?</li> </ul>

diverse social norms	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Ethics are the moral principles by which people conduct themselves personally, socially, or professionally.</li> <li>• Business ethics are rules based on moral principles about how businesses and employees ought to conduct themselves.</li> <li>• Different cultures, businesses, and industries have different ethical standards.</li> <li>• Unethical business practices include lying, offering substandard merchandise, or treating customers or employees unfairly.</li> <li>• The four social responsibilities of a company are to: the general public, the customers, investors, and employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing a real world scenario, identifying the ethical and unethical behaviors that led to positive or negative outcomes.</li> <li>• Appreciating the risk vs reward of small business ownership and entrepreneurship.</li> <li>• Identifying social responsibilities of companies.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p><b>Impact -</b>            Slideshow - the reasoning for selecting the ethical codes as it relates to the case study, as well as the social initiatives.            Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p><b>Content -</b> was the task complete - was the appropriate ethical and initiatives chosen and justified in detail? Were these choices appropriately selected, identified and detailed.</p> <p><b>Quality -</b> The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p><b>Process -</b> During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students in groups of 2 will create a one slide Canva outlining a code of ethics for a new company as well as initiatives to help the company be socially responsible.</p> <p>ROLE - Employee of a new startup company.</p> <p>AUDIENCE - Your boss and members of the ethics committee.</p> <p>SITUATION - Your team works for a new startup in an industry of Fair and Lovely, a branded line of cosmetics. Based on what you learned about business ethics and exploring examples of Code of Ethics and Social Responsibility initiatives, you have been tasked with developing the startup's Code of Ethics and promoting a Social Responsibility Campaign based on the issue at hand. Your boss has assigned your team to a quick presentation that summarizes the new employee Code of Ethics and highlights a new initiative by the company to be more socially responsible because there have been complaints that the product does not lighten skin as it promises for all skin types. Be prepared to share your electronic poster and ideas with me and the class.</p> <p>PRODUCT - One electronic poster will be created that will contain a list of appropriate code of ethics for the business and its employees, the other will identify the company's social responsibility initiatives based on your understanding of the product's issue.</p> <p>STANDARD - The poster should be attractive, free of errors and completed online using the website "canva" slides. They should contain all required information relevant to the business,</p>

		employees and society.
A, M, T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Further information:  Summative assessments  Google classroom activities and assignments  Quizzes, formative assessments and short writing responses.  Student completion of guided notes with higher level thinking questions.</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
	Pre-assessments will be given to determine the student's prior knowledge regarding ethics, including negligence. Real legal cases will be used to determine prior knowledge.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M	Teacher leads a discussion regarding identifying ethical and unethical characteristics - both personal and professional, including examples of both.	Teacher monitors and evaluates: <ul style="list-style-type: none"><li>- Whole class, small group, and partner discussions and work.</li><li>- Student participation in class activities.</li><li>- Observation of student notes and discussions during teacher led notes</li><li>- Observation of student feedback in small groups and completion of student assignments in google classroom.</li><li>- Class discussion</li></ul>
A	Students complete an ethical dilemma marketing activity where they are given ethical situations and they must determine the appropriate decision using the ethical steps.	
T	Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.	
M	Students will take notes and answer thought provoking questions	
	<u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	



## Unit 3: Diversity, Law and Legal Issues and Acts

Stage 1 Desired Results		
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association)</p> <p>Analyze the influence of external factors on marketing.</p> <p>Level 2 Performance Expectations</p> <p>Identify specific government and legal regulations/laws that impact domestic and international marketing</p> <p>Identify the laws that protect customers and/or constrain marketing activities</p> <p>Level 3 Performance Expectation</p> <p>Describe the impact of specific marketing regulations/ laws on both domestic and international business</p> <p>Following through with a marketing campaign that is lawful for all involved parties.</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Identify key legislation that impacts marketing practices including consumer protection, privacy, advertising standards, and anti-discrimination laws</li> <li>Understand how diversity considerations affect marketing strategy development and implementation</li> <li>Recognize legal requirements for marketing communications across different channels and media</li> <li>Comprehend the legal implications of data collection, usage, and storage in marketing activities</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand...</i></p> <p>The critical relationship between marketing practices and legal compliance:</p> <ul style="list-style-type: none"> <li>How legal requirements serve as minimum standards, not aspirational goals</li> <li>Why compliance should be integrated throughout the marketing process, not added at the end</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do marketing laws protect both businesses and consumers, and where might these interests conflict?</li> <li>How should marketers balance creativity with legal constraints?</li> <li>How do cultural differences impact the legal and ethical considerations in global marketing campaigns?</li> </ul>

<p>Social awareness/respect diversity: Recognizing situational demands and opportunities</p> <p>Responsible decision making: Being fair to all parties involved</p>	<ul style="list-style-type: none"> <li>• How legal considerations shape marketing strategy</li> </ul> <p>The business value of diversity and inclusion in marketing:</p> <ul style="list-style-type: none"> <li>• Why inclusive marketing extends market reach and enhances brand reputation</li> <li>• How diverse teams create more effective and innovative marketing solutions</li> <li>• The connection between authentic representation and consumer trust</li> </ul> <p>The evolving nature of marketing law and regulations:</p> <ul style="list-style-type: none"> <li>• How digital transformation continuously creates new legal challenges</li> <li>• Why marketers must stay current with changing regulations</li> <li>• Why transparency builds trust in data collection and usage</li> </ul> <p>The global context of marketing law:</p> <ul style="list-style-type: none"> <li>• How cultural differences influence legal frameworks across borders</li> <li>• Why global brands need flexible compliance approaches</li> <li>• The challenges of maintaining consistent brand messaging while respecting local laws</li> </ul>	<ul style="list-style-type: none"> <li>• What processes should marketing teams implement to ensure ongoing legal compliance?</li> <li>• How has the evolution of digital marketing created new legal challenges?</li> <li>• What are the consequences when marketing campaigns fail to consider diversity or legal requirements?</li> </ul>
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		<b>Acquisition</b>
	<p><i>Students will know...</i></p> <p>Key marketing-relevant legislation, including:</p> <ul style="list-style-type: none"> <li>• Consumer protection laws (e.g., FTC regulations, CPSC standards)</li> <li>• Data privacy regulations (e.g., GDPR, CCPA, CPRA)</li> <li>• Truth in advertising requirements</li> <li>• Copyright and intellectual property laws</li> <li>• Accessibility requirements (e.g., ADA compliance for digital marketing)</li> </ul> <p>Diversity concepts relevant to marketing:</p> <ul style="list-style-type: none"> <li>• Demographic diversity factors (e.g., age, gender, ethnicity, ability)</li> <li>• Psychographic diversity considerations</li> <li>• Cultural sensitivity principles in marketing communications</li> <li>• Market segmentation approaches that respect diversity</li> </ul> <p>International marketing law considerations:</p> <ul style="list-style-type: none"> <li>• Cross-border compliance challenges</li> <li>• Cultural and legal differences in global markets</li> <li>• Translation and localization legal requirements</li> <li>• Country-specific marketing restrictions</li> </ul> <p>Evolving legal standards in digital</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing marketing campaigns for legal compliance and ethical considerations</li> <li>• Applying diversity and inclusion principles to develop inclusive marketing strategies</li> <li>• Evaluating potential legal risks in proposed marketing initiatives</li> <li>• Creating marketing materials that comply with relevant legislation and industry standards</li> </ul>

	<p>marketing:</p> <ul style="list-style-type: none"><li>• Social media platform policies and legal requirements</li><li>• Cookies regulations</li></ul>	
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<ul style="list-style-type: none"> <li>- Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.</li> <li>- Teacher rubric evaluating case study application of material learned</li> <li>- Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</li> </ul> <p><b>Impact -</b>            Slideshow - was the task complete - was the required information clearly provided in an easy to read way -including: Organizational Structure and management style            Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p><b>Content -</b> Was the organizational structure explained in a comprehensive way with critical information including: the organization, the issues, management challenges</p> <p><b>Quality -</b> The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance, detailed information from the case study.</p>	<p><b>PERFORMANCE TASK(S):</b> Marketing Campaign Compliance &amp; Inclusion Analysis Project  <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Learn how to identify potentially unlawful marketing campaigns and to change the campaigns to be lawful.</p> <p><b>Part 1: Campaign Analysis (Individual)</b></p> <p>Each student will independently:</p> <ul style="list-style-type: none"> <li>• Research and document the original campaign's legal issues or diversity concerns</li> <li>• Identify specific laws, regulations, or ethical standards that were violated or questionable</li> <li>• Analyze the business impact of the compliance failures (legal costs, reputation damage, etc.)</li> <li>• Evaluate how diversity considerations were overlooked or mishandled</li> </ul> <p><b>Part 2: Compliance &amp; Inclusion Framework (Team)</b></p> <p>Teams will collaboratively:</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive compliance checklist specific to the product/service category</li> <li>• Create diversity and inclusion guidelines appropriate for the target market</li> <li>• Design a campaign review process that could prevent similar issues</li> </ul> <p><b>Part 3: Campaign Redesign (Team)</b></p>

	<p><b>Process</b> - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class, the student uses information from the case study to answer the questions.</p>	<p>Teams will:</p> <ul style="list-style-type: none"> <li>• Redesign the campaign materials to address all identified legal and diversity issues</li> <li>• Maintain the core marketing objectives and brand identity</li> <li>• Develop messaging that is both compliant and inclusive</li> <li>• Create a detailed justification for changes made</li> </ul> <p><b>Part 4: Presentation (Team)</b></p> <p>Teams will deliver a 15-minute professional presentation that:</p> <ul style="list-style-type: none"> <li>• Briefly summarizes the original campaign and its issues</li> <li>• Presents their redesigned campaign materials</li> <li>• Explains the legal and diversity considerations that informed their decisions</li> <li>• Demonstrates how their solution maintains marketing effectiveness</li> <li>• Addresses potential challenges to implementation</li> </ul> <p>Role: Legal Consultant</p> <p>Audience: Classmates/company</p> <p>Situation: You are a member of a legal consulting company and are working on a team to analyze an existing marketing campaign from a major brand that has faced legal challenges or public criticism related to diversity, inclusion, or legal compliance. You will then develop a revised campaign that addresses these issues while maintaining marketing effectiveness.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT Individual analysis report</p>
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		<p>Team compliance and inclusion framework document</p> <p>Redesigned campaign materials (appropriate to medium - print ads, social media posts, video concepts, etc.)</p> <p>Presentation slides and speaking notes (Prezi)</p> <p>Reflection memo on lessons learned (individual)</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p> <p>Accuracy of legal analysis</p> <p>Depth of understanding of diversity and inclusion concepts</p> <p>Creativity and effectiveness of redesigned campaign</p> <p>Practicality and thoroughness of compliance framework</p> <p>Professionalism of presentation</p> <p>Quality of supporting documentation and justifications</p> <p>Evidence of critical thinking and ethical reasoning</p>
A, T, M	<p>Teacher Observation</p> <p>Oral presentation rubric</p> <p>Teacher observation</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Oral rubric for comments made during presentation</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
A, M	Pre-assessments will be given to determine the student's prior knowledge regarding laws and identifying potential unlawful marketing campaigns.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit with an ad that is potentially unlawful. Ask students what is wrong with the ad..	Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Summative assessment</li> <li>- Prezi slide show and oral presentation</li> <li>- Individual analysis report</li> <li>- Team compliance and inclusion framework</li> <li>- Redesigned campaign materials</li> <li>- Team presentation</li> <li>- Individual reflection memo</li> </ul>
A	Students will participate in a competitive fun group activity to identify the unlawful and unethical ads and change them to be inclusive.	
A	Teacher will introduce ethically concerning issues that are popular amongst ads and relate them to the ads that the students analyzed.	
T	Teacher will present the compliance and inclusion framework that all companies must adhere to in their marketing campaigns.	
M	Teacher leads discussion on why is it important to be ethical in advertising campaigns?.	
M,A	Student reads the case study and answers questions related to ethical marketing campaigns.  Teacher to present the Marketing Campaign Compliance & Inclusion Analysis Project	



	<p>Resources:</p> <ul style="list-style-type: none"> <li>- Slide presentations on legal frameworks and diversity concepts</li> <li>- Case study packet with examples of compliance failures and successes</li> <li>- Legal reference guide for key marketing regulations</li> <li>- Inclusive marketing checklist and resources</li> <li>- Rubrics for all assessment components</li> <li>- Guest speaker coordination information</li> <li>- Online resource links for research</li> <li>-</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: Market Research and Target Market Analysis

### Stage 1 Desired Results

ESTABLISHED GOALS thru the NBEA (National Business Education Association)	<i>Transfer</i>	
<p>Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, society and the global community.</p> <p>Analyze the role of marketing research in decision-making to develop the target market</p> <p>Identify how cultural differences shape needs and wants that may influence marketing.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Use market research methods to identify unmet needs or opportunities in their communities or personal interests.</li> <li>• Independently design research instruments (surveys, interviews, etc.) to gather meaningful data for decision-making.</li> <li>• Critically evaluate marketing claims by identifying the intended target audience and assessing whether the approach aligns with that audience's characteristics.</li> <li>• Apply market research principles to their own entrepreneurial ideas or personal decisions as consumers.</li> </ul>	
	<i>Meaning</i>	
<p>Level 1 Performance Expectations</p> <p>Identify customer needs, wants, and reasons why customers return to the same business</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p> <p>Social awareness: Identifying diverse social norms</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• The purpose and importance of market research in business decision-making</li> <li>• How to distinguish between primary and secondary research methods</li> <li>• Why targeting specific customer segments is more effective than trying to appeal to everyone</li> <li>• How to create target markets based on research data</li> <li>• How to identify patterns and trends in qualitative and quantitative data</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What makes customers loyal to certain brands when similar alternatives exist?</li> <li>• What kinds of questions reveal the most valuable information about potential customers?</li> <li>• How can market research help entrepreneurs identify opportunities others have missed?</li> </ul>

Relationship Skills: Developing positive relationships	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• The difference between primary and secondary research</li> <li>• The definition of a target market</li> <li>• Demographic elements for a target market</li> <li>• Psychographic elements for a target market</li> <li>• Different forms of primary market research and secondary research</li> <li>• Qualitative vs. Quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing primary and secondary market research data to come up with the ideal target market for a product/service</li> <li>• Designing market research surveys/questions for a particular product/service/business segment</li> <li>• Researching secondary data to get the needed info. for the business</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<ul style="list-style-type: none"> <li>- Teacher Rubric evaluating content accuracy, originality, creativity, professionalism of market research design and proposed target market</li> <li>- Peer Review evaluating market research design, proposed target market, professionalism and knowledge of information.</li> </ul> <p><b>Impact -</b>            -Report of Target Market, Methods of Market Research and Market Research design - was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure            -Market Research design - was the task complete with the required information clearly laid out in an easy to read, organized way</p> <p><b>Content -</b> Did the market research design include appropriate questions and thus explained in a comprehensive way on the report with critical information including: the reasoning for that method, when to give it and who to give it to.            In the report, were the methods of market research explained and critical data laid out            Was the target market justified using the market research data used and the results of the primary market research</p>	<p>PERFORMANCE TASK(S): Creating a Target Market for your Favorite Product</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will write a marketing report for a company that summarizes the target market based on primary and secondary market research.</p> <p>Role: Marketing Consultant</p> <p>Audience: Teacher</p> <p>Situation: You have been hired by a company because they would like to expand their product offerings. You need to do some primary and secondary market research to find the ideal target market for these new offerings.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT            - Students will create a professional report which will include: the primary and secondary market research details, an identified target market, and conclusion.</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional report with accurate research, no errors, and original content.            Teacher will provide an exemplar and rubrics to assist in expectations.</p>

	<p><b>Quality</b> - The report and market research designs are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and images where appropriate and maintains an overall professional appearance, detailed information from the market research.</p> <p><b>Process</b> - The presenter includes the peer evaluation rubric and makes the appropriate changes, the presenter uses information from the research to justify their target market</p>	
A, T, M	<p>Teacher Observation</p> <p>Peer editing rubric</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions from case studies</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

Stage 3 – Learning Plan		
Code M	<b>Pre-Assessment</b> Pre-assessments will be given to determine student's prior knowledge regarding target markets and methods of market research. Real marketing topics will be used to determine prior knowledge on topics.	
	<b>Summary of Key Learning Events and Instruction</b>  Teacher will begin the unit with what are the characteristics of a target market and why do companies have them?  Students will participate in a Market Research Case Study Analysis <ul style="list-style-type: none"> <li>• Students analyze real-world examples of successful and failed products</li> <li>• Identify what market research was conducted and how it influenced decisions</li> <li>• Activity: Compare two competing products and hypothesize about their target markets</li> </ul> <b>Research Methods Workshop</b> <ul style="list-style-type: none"> <li>• Hands-on practice with different research techniques</li> </ul> <b>PRIMARY RESEARCH</b> <ul style="list-style-type: none"> <li>• Students find an unmet need in the school and design a market research method to validate that need and analyze the data</li> <li>• Students design simple surveys, interview questions, and observation protocols</li> </ul>	<b>Progress Monitoring</b>  Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion and group work.</li> <li>- Summative assessment</li> <li>- Student target market report</li> </ul>



A	<ul style="list-style-type: none"> <li>○ Evaluate effectiveness and suggest improvements</li> <li>○ Present findings in a professional format</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Teacher-made slides, notes, directions, rubrics and presentations</li> <li>- Case Studies</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 5: Consumer Behavior

### Stage 1 Desired Results

	<i>Transfer</i>	
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association)</p> <p>Analyze the characteristics, motivations, and behaviors of consumers.</p> <p>Describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geography)</p> <p>Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socioeconomic characteristics) on buying decisions</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Analyze marketing tactics used by companies to influence consumer decisions, and apply this understanding when making their own purchasing choices.</li> <li>Identify different market segments and explain how demographic, social, psychographic, and behavioral factors influence consumer preferences and purchasing patterns and apply these when developing their own marketing campaigns</li> <li>Recognize how cultural values impact consumer decision-making processes and adapt marketing strategies to effectively reach diverse audiences.</li> <li>Assess how economic conditions and personal financial situations influence consumer spending habits and brand loyalty</li> </ul>	
	<i>Meaning</i>	
<p>Analyze the influence of external factors on marketing.</p> <p>Level 1 Performance Expectations</p> <p>Identify customer needs, wants, and reasons why customers make certain buying decisions</p> <p>What cross disciplinary goals</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>The purpose and importance of understanding the motivations and behaviors of customers when developing their marketing strategies</li> <li>Why consumer behavior is often referred to as the “Psychology of Marketing”</li> <li>Why the economy as a whole has an impact on consumer spending</li> <li>How cross-cultural fluency is key to attracting many types of customers</li> <li>How peers play a vital role in the success of a marketing strategy</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How has technology changed the way consumers make purchasing decisions?</li> <li>How can understanding consumer behavior help businesses develop more effective marketing strategies?</li> <li>How do economic conditions affect consumer spending patterns?</li> </ul>

(21st century skills, etc.) will this unit address?	<b>Acquisition</b>	
<p>Social awareness: Identifying diverse social norms and Recognizing situational demands and opportunities</p> <p>Self-awareness: Integrating personal and social identities and, identifying personal, cultural, and linguistic assets and linking feelings and thoughts</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Maslow's Hierarchy of Needs</li> <li>• Factors Affecting Consumer Behavior and the definition of Consumer Behavior</li> <li>• The Buying Process</li> <li>• The Marketing Mix</li> <li>• What are Cultural Norms</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing peer consumer behavior and the importance of it in how a product/service is marketed</li> <li>• Understanding the relationship between the marketing strategies of the brand that offers the product/service and consumer wants/needs</li> <li>• Creating a survey that highlights consumer behavior</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<ul style="list-style-type: none"> <li>- Teacher Rubric evaluating content accuracy, originality, creativity, professionalism of survey design and findings and conclusion</li> <li>- Peer Review evaluating survey design, findings, professionalism and knowledge of information.</li> </ul> <p><b>Impact -</b>            -Report of Consumer Behavior Analysis - was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure            -Survey design - was the task complete with the required information clearly laid out in an easy to read, organized way</p> <p><b>Content -</b> Did the survey design include appropriate questions and thus explained in a comprehensive way on the report with critical information including: questions based on The Buying Process and the three aspects of consumer behavior and critical data laid out Was the marketing strategy analyzed and thus the conclusion based on the survey data and marketing strategy</p> <p><b>Quality -</b> The report and survey designs are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and images where appropriate and maintains an overall</p>	<p>PERFORMANCE TASK(S): Analyzing Peer Consumer Behavior</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will write a report and create a presentation that sets out to prove the understanding of a company's marketing strategy based on the consumer behavior of a particular target market.</p> <p>Role: Yourself</p> <p>Audience: Classmates</p> <p>Situation: You are curious to try to understand why companies market their products/services in a certain way. You have a feeling it has to do with consumer behavior, like you have been learning in class, but what to prove it. You will analyze the motivations and behaviors of your peers regarding a popular product and compare this analysis with the marketing strategy of the product/brand.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT</p> <ul style="list-style-type: none"> <li>-Students will design a survey based on questions related to the Buying Process</li> <li>- Students will create a professional report which will include: the findings from the survey, marketing strategy, and validation or nullification of hypothesis in the conclusion .</li> <li>- Students will create a presentation of the survey, data and whether the findings validate or nullify the hypothesis</li> </ul> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional report with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in</p>

	<p>professional appearance, detailed information from the survey and marketing strategy</p> <p><b>Process</b> - The presenter includes the peer evaluation rubric and makes the appropriate changes, the presenter uses information from the research to justify their conclusion</p>	<p>expectations.</p>
A, T, M	<p>Teacher Observation</p> <p>Peer editing rubric</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions from case studies</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

### Stage 3

Stage 3 – Learning Plan		
Code M	<b>Pre-Assessment</b> Pre-assessments will be given to determine student's prior knowledge regarding consumer behavior - what aspects go into consumer behavior in choosing to buy a product or service? Real marketing topics will be used to determine prior knowledge on topics.	
M	<b>Summary of Key Learning Events and Instruction</b>  Teacher will begin the unit with a video clip from the movie <i>Pretty Woman</i> and present a particular shopping sequence for analysis where Julia (Vivian) goes shopping with Richard (Edward). This lends itself to an examination of personal shopping behaviors and typical shopping experiences. We discuss why was she “shunned” from the store?  Students will understand how the economy as a whole impacts consumer buying decisions by reading, “The Shopper of Tomorrow: Trading Down” by the Wharton School of Business <ul style="list-style-type: none"> <li>• Students analyze the economy history</li> <li>• Identify buying decisions consumers must make</li> </ul>	<b>Progress Monitoring</b>  Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion of case studies</li> <li>- Summative assessment</li> <li>- Consumer Behavior vs. Marketing Strategy Report and Presentation</li> </ul>
A, M		
A, M	<b>Cross-Cultural Fluency</b> <ul style="list-style-type: none"> <li>• Hands-on practice with choosing a product and how the marketing strategies of it differs amongst countries</li> </ul>	
A, M	<b>UNIT ENDING MARKETING STRATEGY VS. CONSUMER BEHAVIOR HYPOTHESIS (see Stage 2 - Evidence)</b>	

	<p>Resources:</p> <ul style="list-style-type: none"> <li>- Teacher-made slides, notes, directions, rubrics and presentations</li> <li>- Case Studies</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 6: Digital Marketing/Social Media Marketing and Networking

### Stage 1 Desired Results

ESTABLISHED GOALS thru the NBEA (National Business Education Association)	<i>Transfer</i>	
<p>Analyze the influence of external factors on marketing and how digital marketing is the focal point of every brand's marketing strategy.</p> <p>Analyze the cost/benefit of different technological approaches to marketing (e.g., digital vs print media)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Analyze social media platforms to determine which are most appropriate for different marketing objectives and target audiences.</li> <li>• Develop professional digital communication appropriate for various online marketing contexts</li> <li>• Evaluate digital marketing metrics and analytics to assess campaign effectiveness and make informed optimization decisions</li> <li>• Create compelling digital content (text, images, video) that aligns with brand identity while resonating with target audiences</li> </ul>	
	<i>Meaning</i>	
<p>Identify ways that evolving technologies (e.g., s-commerce, f-commerce, e-commerce, and mobile technologies) affect marketing strategy</p> <p>Level 1 Performance Expectations</p> <p>Identify the various digital media sources and how the use of each is dependent on the target market</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• The purpose and importance of Search Engine Optimization (SEO) and why it is so important in where a business appears in the search engine results</li> <li>• Digital marketing requires a strategic approach that aligns with overall marketing objectives and brand positioning.</li> <li>• Different social media platforms have unique audience demographics, content formats, and best practices that marketers must understand to be effective.</li> <li>• Social listening and community management are crucial components of digital marketing that extend beyond</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do different social media platforms serve different marketing purposes, and how do successful brands adapt their approach for each?</li> <li>• How has digital marketing transformed the relationship between businesses and consumers?</li> <li>• How can businesses balance automation with personalization in their digital marketing?</li> </ul>

<p><b>Social awareness:</b> Understanding the influences of organizations and systems on behavior</p> <p><b>Self-management:</b> Using planning and organizational skills</p> <p><b>Responsible decision making:</b> Learning how to make a reasoned judgment after analyzing information, data, and facts</p>	content creation.	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Customer Value Proposition</li> <li>● Digital Marketing Channels</li> <li>● Search Engine Optimization (SEO)</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Creating strategic social media marketing plans and posts aligned with specific business and marketing objectives and target audiences</li> <li>● Producing engaging digital content (posts, stories, reels, etc.) optimized for specific platforms</li> <li>● Analyzing social media metrics and analytics to measure campaign performance</li> <li>● Building authentic networking relationships through digital platforms</li> </ul>



## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<p>- Teacher Rubric evaluating content accuracy, originality, creativity, professionalism of survey design and findings and conclusion</p> <p><b>Impact -</b>            -Report of Digital Marketing use - was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure            - Digital Marketing design - was the task complete with the required information clearly laid out in an easy to read, organized way</p> <p><b>Content -</b> Did the digital media design include appropriate information and thus promoted the business in a comprehensive, yet creative way?            The report included critical information including: the present layout of the business' digital media use, the business' background and business model, including customer population, and recommendations and conclusion.</p> <p><b>Quality -</b> The report, presentation and digital media designs are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and images where appropriate and maintains an overall professional appearance, detailed information.</p>	<p>PERFORMANCE TASK(S): Building a Digital Presence</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will write a report and create a presentation that outlines suggestions to improve a local small business' digital presence and will design one social media outlet for the business.</p> <p>Role: Social Media Marketing Consultant</p> <p>Audience: Small Business Owner</p> <p>Situation: You have learned a lot about digital marketing - you are a proponent of this great form of promotion! You would like to interview a local small business on their use of digital marketing and see how you can help them have an even bigger presence on this platform and even design a social media outlet for them!</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT</p> <p>-Students will design a digital media outlet for the business            - Students will create a professional report which will include: the present layout of the business' digital media use, the business' background and business model, including customer population, and recommendations and conclusion.</p> <p>- Students will create a presentation of the report</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional report, digital media outlet and presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>

	<p><b>Process</b> - The presenter includes the digital marketing research findings, business information, including customers, and makes the appropriate recommendations, the presenter uses information from the research to justify their conclusion</p>	
A, T, M	<p>Teacher Observation</p> <p>Letter to Business asking them for permission to do Digital Marketing recommendations and changes</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions from case studies</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

### Stage 3 – Learning Plan

Code	Pre-Assessment
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M	Pre-assessments will be given to determine student's prior knowledge regarding digital marketing methods. Real marketing topics will be used to determine prior knowledge on topics.	
A, M	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit asking students what methods of digital marketing have they seen? What product/service was each for? Was it an appropriate method? What method could they have used?	Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion of case studies</li> <li>- Summative assessment</li> <li>- Digital Marketing Consultation Presentation and Written Proposal</li> </ul>
A, M	Students in partners choose one of their favorite products/services. <ul style="list-style-type: none"> <li>o Who is the target market?</li> <li>o How have they marketed digitally?</li> <li>o What could they do differently? Why?</li> </ul> <p>Explain each of the digital marketing channels. Students to look up examples for each</p>	
A,M	<p><b>UNIT ENDING CONSULTATION REPORT AND PRESENTATION (see Stage 2 - Evidence)</b></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Teacher-made slides, notes, directions, rubrics and presentations</li> <li>- Case Studies</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 7 - Product Branding and Packaging

Stage 1 Desired Results		
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association)</p> <p>Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.</p> <p>Analyze how brand differentiation and positioning can be achieved at the core product</p> <p>Explain the functions of packaging and why each is important</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Analyze successful brands to identify key components of brand identity that sets the brand apart from its competition by creating a unique value proposition</li> <li>Create consistent brand messaging across multiple platforms and touchpoints</li> <li>Select appropriate imagery, that includes logos, on a packaging that aligns with brand positioning</li> <li>Create packaging solutions that enhance user experience and product interaction</li> <li>Apply psychological principles to influence consumer perception and decision-making</li> </ul>	
	<b>Meaning</b>	
<p>Level 1 Performance Expectations</p> <p>Identify how product branding and packaging are interrelated in achieving market share over the competition</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p> <p>Social awareness: Recognizing</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>Effective branding is more than logos and colors—it's the complete emotional and psychological relationship between consumers and products.</li> <li>Brand positioning determines how products are perceived relative to competitors in the marketplace.</li> <li>Design elements (color, typography, imagery, shape) and packaging work</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>In what ways does a brand's identity influence consumer purchasing decisions?</li> <li>How do visual elements communicate brand values without words?</li> <li>What unconscious factors influence consumer attraction to certain brands?</li> </ul>

<p>situational demands and opportunities</p> <p>Self-awareness: Having a growth mindset</p>	<p>together to communicate brand attributes instantly</p>	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What product branding means</li> <li>• Brand elements that make a product unique</li> <li>• Co-branding</li> <li>• Branding strategies</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Creating packaging that aids in identifying a product's unique features and differentiations amongst its competition.</li> <li>• Communicating how a product is perceived to the public and its brand message</li> <li>• Building relationships with its potential and current customers through its branding and packaging</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<ul style="list-style-type: none"> <li>- Teacher Rubric evaluating content accuracy, originality, creativity, professionalism of presentation and written document</li> </ul> <p><b>Impact -</b>            -Report of Global Branding - was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure            - Presentation design - was the task complete with the required information clearly laid out in an easy to read, organized way</p> <p><b>Content -</b> Did the global branding report include appropriate information and thus promoted the business in a comprehensive, yet creative way?            The report included critical information including: the present layout of the business' global branding presence, challenges and successes, co-branding and any modifications needed to be a global brand and conclusion.</p> <p><b>Quality -</b> The report and presentation are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and images where appropriate and maintains an overall professional appearance, detailed information.</p>	<p>PERFORMANCE TASK(S): Maintaining a Global Brand</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will write a report and create a presentation that outlines the company's successes and challenges they have had to maintain itself as a global brand.</p> <p>Role: Global Branding Consultant</p> <p>Audience: Classmates</p> <p>Situation: You are interested in learning more about how some of your favorite brands survive as global hot brands.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT</p> <p>-Students will design a Prezi presentation based on their research in their report</p> <p>- Students will create a professional report which will include: the company's presence as a global brand, the product modifications it has undergone to sell in certain countries, its co-branding efforts, global branding strategies used and its success and challenges</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional report and presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>

	<p><b>Process</b> - The presenter includes the global branding information with strategies used, modifications, successes and challenges and co-branding; the presenter uses information from the research to justify their conclusion</p>	
A, T, M	<p>Teacher Observation</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions and analysis from Nestle case study</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

### Stage 3

Stage 3 – Learning Plan		
Code M	<b>Pre-Assessment</b> Pre-assessments will be given to determine the student's prior knowledge regarding the (4) P's, specifically the Product. Real marketing topics will be used to determine prior knowledge on topics.	
A, M	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit asking students what (4) P's do they remember? For the "Product", why is the description of the 'product' so important? Why does the "Packaging" matter?  Students choose one of their favorite products/services.	Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion and analysis of Nestle case study</li> <li>- Summative assessment</li> <li>- Maintaining a Global Brand Presentation and Written Document</li> <li>- Case Study: Can Partnering Benefit Both Corporate Brands?</li> <li>- Case Study: Care Plus Drug Stores partnership endeavor</li> </ul>
A, M	<ul style="list-style-type: none"> <li>o What draws you to the product? What is the product message?</li> <li>o Do you think the packaging has an influence on the product's branding? Why/why not?</li> <li>o What could they do differently? Why?</li> </ul>	
A, M	Have a Product Branding lab Day in which the teacher shows different types of products and competitors with different packaging types. How is color, packaging design impactful on the product brand?	
A, M	<b>UNIT ENDING GLOBAL BRANDING REPORT AND PRESENTATION (see Stage 2 - Evidence)</b>	



	<p>Resources:</p> <ul style="list-style-type: none"><li>- Teacher-made slides, notes, directions, rubrics and presentations</li><li>- Nestle Case Study</li></ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 8 - Pricing

### Stage 1 Desired Results

	<i>Transfer</i>	
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association)</p> <p>Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.</p> <p>Identify the factors that contribute to a product's price (e.g., cost, quality, competition, and brand loyalty) and ultimately the consumer's decision</p> <p>Analyze the role of pricing strategy in creating/ supporting positioning</p> <p>Level 1 Performance Expectations</p> <p>How does product branding have an effect on pricing?</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p> <p>Social awareness:</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Interpret market data, competitor pricing, and consumer behavior statistics to make informed pricing decisions</li> <li>• Recognize how pricing affects perception of value and quality, and how psychological pricing tactics influence buying decisions</li> <li>• Understand how pricing affects profit margins, break-even points, and overall business sustainability</li> <li>• Gather and interpret information about target markets to determine price sensitivity and willingness to pay</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• Different pricing strategies (premium, penetration, economy, etc.) serve different business objectives and market positions.</li> <li>• Pricing decisions must consider costs, competition, customers and their perception, and company goals.</li> <li>• Break-even analysis helps determine the minimum production volume needed to cover costs.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does price influence consumer perception of product quality and value?</li> <li>• What factors should businesses consider when setting prices for their products or services?</li> <li>• How can businesses balance profitability goals with customer satisfaction when setting prices?</li> </ul>

Demonstrating empathy and compassion	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
Self-management: Setting collective goals	<ul style="list-style-type: none"> <li>● Fixed and variable costs</li> <li>● Profit margins</li> <li>● Break-even analysis</li> <li>● Pricing Strategies</li> <li>● Pricing Influences</li> <li>● Cost of Goods Sold</li> </ul>	<ul style="list-style-type: none"> <li>● Creating a pricing structure that reflects the product and its competition to be successful.</li> <li>● Understanding how to reach break-even and to also reach profitability</li> <li>● Establishing a price that reflects all expenses and that will help the company achieve a highly profitable ranking.</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<p>- Teacher Rubric evaluating content accuracy, originality, professionalism of spreadsheet</p> <p><b>Impact -</b> -Financial Spreadsheet - was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure</p> <p><b>Content -</b> Did the financial spreadsheet include appropriate information and thus identified appropriate pricing? The report included critical information including: all expenses (fixed and variable), potential revenue streams, and new pricing structure.</p> <p><b>Quality -</b> The report and presentation are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title, research and maintains an overall professional appearance, detailed information.</p> <p><b>Process -</b> The presenter includes the spreadsheet with expenses, potential revenue and pricing. The presenter uses information from the research to justify their conclusion and prices.</p>	<p>PERFORMANCE TASK(S): How can my product be profitable?</p> <p><i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>• Goal: Students will create a financial spreadsheet that identifies all expenses, potential revenue and ultimately pricing structure of its product.</li> <li>•</li> <li>• Role: Financial Advisor</li> <li>•</li> <li>• Audience: Company</li> <li>•</li> <li>• Situation: The company of your favorite product has hired you to create a pricing structure for their new product. You will research all expenses that are involved in creating the product, as well as expected revenue for the first 6 months. Then, you will present to them the pricing structure that you have created based on this information.</li> </ul> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT -Students will present a spreadsheet that includes all expenses, revenue and pricing.</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional spreadsheet with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>

A, T, M	<p>Teacher Observation</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions and analysis from Nestle case study</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p> <p>Student completion of GRASP - research, documentation, report creation, peer review.</p>
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### Stage 3 – Learning Plan

Code M	Pre-Assessment Pre-assessments will be given to determine the student's prior knowledge regarding the (4) P's, specifically the Price. Real marketing topics will be used to determine prior knowledge on topics.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit asking students what (4) P's do they remember? For the "Price", why is pricing so important? What goes into Pricing?	Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion and analysis of case studies</li> <li>- Summative assessment</li> <li>- New Pricing Structure spreadsheet</li> </ul>
A, M	Students choose one of their favorite products/services. <ul style="list-style-type: none"> <li>o What draws you to the product?</li> <li>o Who is the target market of this product?</li> <li>o Do you think the features have an influence on the product's pricing? Why/why not?</li> <li>o What else impacts the product price?</li> <li>o What could they do differently on price? Why?</li> </ul>	
A, M	Have a Product Branding lab Day in which the teacher shows different types of products and competitors with different prices. What impacts each products' pricing?	
A,M	<b>UNIT ENDING PRODUCT PRICING SPREADSHEET (see Stage 2 - Evidence)</b>	

	<p>Resources:</p> <ul style="list-style-type: none"> <li>- Teacher-made slides, notes, directions, rubrics and presentations</li> <li>- Case Studies</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 9 - Advertising and Promotion

### Stage 1 Desired Results

	<i>Transfer</i>	
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association):</p> <p>Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.</p> <p>Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, society and the global community.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Interpret marketing research data to inform promotional decisions based on the selected target market</li> <li>• Create campaigns that align with overall marketing objectives</li> <li>• Plan promotional budgets based on campaign goals</li> <li>• Create consistent brand messaging across channels</li> </ul>	
	<i>Meaning</i>	
<p>Evaluate factors used to determine media selection.</p> <p>Create a media plan that reflects target market media consumption preferences</p> <p>Develop an advertising campaign (e.g., commercials, Internet and social media ads, print, radio, outdoor)</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• The role of target market analysis in product development and marketing strategy</li> <li>• How market research influences pricing, promotion, and distribution decisions</li> <li>• Budgeting and message plays a crucial role in selecting the types of promotion for the product or service</li> <li>• The creativity of a marketing campaign will allow the potential customer to remember the product so they choose that brand over others</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What factors determine the most effective promotional strategy for a specific product or service?</li> <li>• How do effective advertisements influence consumer behavior and decision-making?</li> <li>• What elements make an advertisement memorable and effective and how should they select the most effective media channels?</li> </ul>



<p>Level 1 Performance Expectations</p> <p>Why is advertising so important to attract the appropriate target market?</p> <p>What cross disciplinary goals (21st century skills, etc.) will this unit address?</p> <p>Social awareness: Understanding the influences of others on behavior</p> <p>Relationship skills: Communicating effectively</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Direct Marketing forms</li> <li>• Digital media forms of advertising</li> <li>• Integrated Marketing Communications</li> <li>• SEO (Search Engine Optimization)</li> <li>• Affiliate Marketing</li> <li>• Traditional Marketing Methods</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Creating an effective and creative promotion strategy that will appeal to their selected target market</li> <li>• Researching advertising costs and budgeting their strategy</li> <li>• Knowing how to integrate marketing communications to appeal to different types of informative knowledge about a product</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<p>- Teacher Rubric evaluating content accuracy, originality, professionalism and creativity of promotional strategy and presentation.</p> <p><b>Impact -</b>            -(3) forms of promotional strategies - was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure            - Presentation of the promotional strategy</p> <p><b>Content -</b> Did the promotional strategies include appropriate information and thus get its information across and appeal to its target market?            The strategies included critical information including: all features, packaging and pricing of the product and differentiation between its competition.            The presentation includes reasons for the strategies and methods.</p> <p><b>Quality -</b> The promotional strategies are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and maintains an overall professional appearance, detailed information. The presentation is clearly stated with enthusiasm.</p> <p><b>Process -</b> The presenter includes all of the</p>	<p>PERFORMANCE TASK(S): How can my target market be aware of my product?</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will create a promotional strategy that will appeal to their target market</p> <p>Role: Marketing Manager</p> <p>Audience: Target Market</p> <p>Situation: The company of your favorite product has hired you to create a promotional strategy for their new product. You will creatively design (3) promotional methods that will get your message across to your target market. Then, you will present your strategy to the marketing department.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT            -Students will present a promotional strategy that includes reasoning for the methods, where to exhibit these strategies, catchy and creative and applicable information about the product.</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional presentation and promotional methods with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>

	strategies. The presenter uses information from the research to justify their information and content and prices.	
A, T, M	<p>Teacher Observation</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions and analysis from Marketing is Dead article</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p>

### Stage 3 – Learning Plan

Code M	Pre-Assessment Pre-assessments will be given to determine the student's prior knowledge regarding the (4) P's, specifically the Promotion. Real marketing topics will be used to determine prior knowledge on topics.	
A, M   A, M ,T   A, M   A,M	<p>Summary of Key Learning Events and Instruction</p> <p>Teacher will begin the unit asking students what (4) P's do they remember? For the "Promotion", why is promotion so important? What goes into Promotion?</p> <p>Students choose one of their favorite products/services.</p> <ul style="list-style-type: none"> <li>o What are the different ways that it is advertised?</li> <li>o Which forms of advertisement are you drawn to? Why?</li> </ul> <p>Have a Promotional Strategy lab Day in which the teacher shows different types of promotions and students figure out the message and what would be the target market appeal to? What impacts each products' promotion strategy?</p> <p><b>UNIT ENDING PROMOTIONAL STRATEGY PROJECT (see Stage 2 - Evidence)</b></p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion and analysis of case studies</li> <li>- Summative assessment</li> <li>- Promotional Strategy Project</li> </ul>

	<p>Resources:</p> <ul style="list-style-type: none"> <li>- Teacher-made slides, notes, directions, rubrics and presentations</li> <li>- <u>Marketing is Dead</u> Article</li> <li>- Social Media Marketing 101 - hootsuite.com</li> <li>- <u>Digital Age Skills: Direct Marketing</u> (oercommons.org)</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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**Stage 1 Desired Results**

	<b>Transfer</b>	
<p>ESTABLISHED GOALS thru the NBEA (National Business Education Association)</p> <p>Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, society and the global community.</p> <p>Identify different ways companies use personal selling</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Systems thinking - Understanding how decisions in one part of the supply chain affect other areas</li> <li>• Risk assessment - Identifying potential disruptions and developing contingency plans</li> <li>• Channel strategy development - Selecting appropriate distribution channels for different products/markets</li> </ul>	
	<b>Meaning</b>	
<p>Examine how choosing vendors impact a company's supply chains while enhancing its productivity</p> <p>Explain the roles of the different members of a marketing (distribution) channel</p> <p>Level 1 Performance Expectations</p> <p>Why does a company's supply chain have an effect on its competition and profitability?</p> <p>What cross disciplinary goals (21st century skills, etc.) will this</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• The end-to-end flow of products from manufacturers to consumers</li> <li>• How companies make strategic decisions about getting products to customers</li> <li>• The relationship between marketing strategy and distribution choices</li> <li>• How supply chain efficiency impacts business profitability and customer satisfaction</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does the journey of a product from creation to consumption impact its final value?</li> <li>• How might supply chain disruptions reveal both vulnerabilities and opportunities for businesses?</li> <li>• How do companies balance control, cost, and customer access when choosing distribution channels?</li> </ul>

unit address? Responsible Decision Making: Identifying solutions for the most effective and efficient system	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• The key elements of a supply chain</li> <li>• Specific Distribution Channels</li> <li>• Difference between direct and indirect marketing channels</li> <li>• The types of sales relationships</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Creating a simplified supply chain map for a familiar product from raw materials to the end consumer</li> <li>• Selecting appropriate distribution channels for different product types and target markets</li> <li>• Analyzing how market factors influence distribution decisions</li> <li>• Evaluating real-world companies' supply chain and distribution strategies</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M, T	<p>- Teacher Rubric evaluating content accuracy, originality, professionalism of supply chain and presentation.</p> <p><b>Impact -</b>            -Supply Chain- was the task complete - was the required information clearly provided in an easy to read way including: Organizational Structure            - Presentation of the Supply Chain</p> <p><b>Content -</b> Did the supply chain include appropriate information and thus get its information across to the Distribution Department on the product development supply chain and distribution steps?</p> <p>The strategies included critical information including: all sourcing information of the materials involved in making the product, the factories, the distribution channels and end consumer distribution.</p> <p><b>Quality -</b> The supply chain and its report are free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and maintains an overall professional appearance, detailed information.</p> <p><b>Process -</b> The presenter includes all of the strategies. The presenter uses information</p>	<p>PERFORMANCE TASK(S): How can I efficiently deliver my product to my customers?</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will create a supply chain for their new product</p> <p>Role: Supply Chain Manager</p> <p>Audience: Distribution Department</p> <p>Situation: The company of your favorite product has hired you to create a supply chain for their new product. You will design a supply chain that exhibits how the product will be sourced and distributed to its end consumer. Then, you will present your strategy to the Distribution Department.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT</p> <p>-Students will present a supply chain strategy report that includes its supply sources, assembly sources, distribution channels and how to get the product to the end consumers.</p> <p>- Students will also present this supply chain to the Distribution Department.</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional presentation and report with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>



	from the research to justify their information and content.	
A, T, M	<p>Teacher Observation</p> <p>Teacher Rubric</p> <p>Teacher Checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Questions and analysis from case studies</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p> <p>Student completion of GRASP - research, documentation, report creation, peer review.</p>

### Stage 3

Stage 3 – Learning Plan		
Code M	<b>Pre-Assessment</b> Pre-assessments will be given to determine the student's prior knowledge regarding the (4) P's, specifically the Promotion. Real marketing topics will be used to determine prior knowledge on topics.	
T	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit showing students a product and how the materials were sourced.  Students choose one of their favorite products/services. <ul style="list-style-type: none"> <li>o How were the materials sourced?</li> <li>o Where were they sourced? How did they get to the factory to be assembled?</li> <li>o Where is the warehouse located to store the end product?</li> <li>o How did the end product get to the end consumer?</li> </ul>	Teacher monitors and evaluates: <ul style="list-style-type: none"> <li>- Whole class, small group, and partner discussions and work.</li> <li>- Student participation in class activities.</li> <li>- Student ability to relate a concept learned in class to a real world situation.</li> <li>- Student participation in class discussion and analysis of case studies</li> <li>- Summative assessment</li> <li>- Supply Chain presentation and report</li> <li>- Supply sourcing of a pencil</li> </ul>
A, M	Which products would benefit from Personal Selling? Why?	
A, M	Have a Supply Chain lab Day in which the students showcase their favorite products and their supply chains. Students have an organizer and take notes and compare and contrast the different supply chains.	
A, M	<b>UNIT ENDING SUPPLY CHAIN PROJECT (see Stage 2 - Evidence)</b>	

	<p>Resources:</p> <ul style="list-style-type: none"><li>- Teacher-made slides, notes, directions, rubrics and presentations</li><li>- <u>Marketing is Dead</u> Article</li><li>- Social Media Marketing 101 - hootsuite.com</li><li>- <u>Digital Age Skills: Direct Marketing</u> (oercommons.org)</li></ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



UConn ECE English (English 1007)

April 2025

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## **Author of Course Guide**

Jenny Cox

### **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## UConn ECE English 1007

### 12th Grade

In UConn English 1007 students will cultivate the reading, writing, and critical thinking skills needed for college success, including writing reflectively for different audiences; developing sustained, student-driven intellectual projects; and becoming curious, critical, and responsive readers of diverse texts. The course provides the equivalent of a first year writing college course. Successful completion of the course will earn students credit in UConn's English 1007: The Seminar & Studio in Multimodal and Academic Writing. UConn English 1007 introduces students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. Writing, here, is project-based – a practice of making something, composing – and the course reflects this attention to purposeful engagement and meaningful contribution. The course foregrounds collaborative, student-driven inquiry developed in the context of a shared course investigation. Students work on projects in which they select and define places where they might advance the class conversation across various media. Throughout the course, students will engage in the writing process through teacher conferences, peer group writing workshops, and regular self-editing and revision. Students are required to read closely and actively, participate fully in class discussions and studio time, write and revise papers frequently, create multimodal projects, and reflect on their own progress. The course focuses on student inquiry into the question of How Do We Communicate Our Lived Experiences Effectively and Reflectively?

### Connection to the Vision of a Graduate

Many lessons in UCONN English 1007 connect with the characteristics identified in New Milford's Vision of a Graduate. **Critical Thinking** - UCONN English students will engage in critical thinking throughout this course. Critical thinking encourages students to consider issues from multiple perspectives and debate contrasting arguments. Critical thinking is important for a student's personal and professional growth. The UCONN English 1007 course, with its course inquiry framework, teaches students to interrogate the world around them as well as literature with critical thinking skills.

**Communication** - While UCONN English 1007 is primarily a university-level first year writing course, students in UCONN English learn to express their ideas in multimodal forms. Students acquire digital literacy as well as reading and writing skills. Effective communication skills promote cross-disciplinary understandings and prepare students for success in diverse personal and professional settings.

**Positive Relationships** - The shared-inquiry model used in the UCONN English 1007 classroom is designed to help students build positive relationships with their peers as well as their instructors. The focus of the course is on learning collaboratively, including sharing ideas, working together cooperatively, peer editing written work, and engaging in powerful small group and whole class collaborative inquiries. The classwork is foundational to creating an inclusive and supportive learning environment. Establishing rapport based on respect, empathy, and understanding fosters a sense of belonging and community among students and with the teacher. Positive relationships not only enhance social and emotional well-being but also contribute to academic success, engagement, and overall growth in the classroom.

**Growth Mindset** - Embracing a growth mindset in the UCONN English classroom is transformative for both educators and students, shaping attitudes towards learning and personal development. By promoting the belief that abilities can be developed through dedication and hard work, educators empower students to view challenges as opportunities for growth rather than obstacles. Encouraging persistence, resilience, and a willingness to take risks nurtures a culture of continuous improvement and self-efficacy among learners. Cultivating a growth mindset in UCONN English instills valuable life skills such as problem-solving, critical thinking, and adaptability, equipping students for success in an ever-evolving global society.

**Social Awareness** - Social awareness plays a vital role in fostering empathy, understanding, and respect among students from diverse backgrounds. By integrating cultural responsiveness educators cultivate students' ability to appreciate and navigate the complexities of a multicultural world. Promoting social awareness nurtures students' sense of empathy, tolerance, and intercultural competence.



## **Pacing Guide**

Unit 1 - Rhetoric and Reasoning (10-11 weeks)

Unit 2 - Identity, Memory, and Storytelling (10-11 weeks)

Unit 3 - Perspective, Historical Silences, and Storytelling (8-10 weeks)

Unit 4 - The Stories We Tell (approximately 4 weeks)

# Unit 1: Rhetoric and Reasoning

## Stage 1 Desired Results

<div>ESTABLISHED GOALS</div> <div><div>CCSS.ELA-LITERACY RL.11-12.5</div><div>Students will analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</div></div> <div><div>CCSS.ELA-Literacy.RI.11-12.5</div><div>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</div></div> <div><div>CCSS.ELA-Literacy.RI.11-12.6</div><div>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</div></div> <div><div>CCSS.ELA-LITERACY RL.11-12.1</div><div>Cite strong and thorough textual evidence to support analysis of</div></div>	<div>Transfer</div> <div>Students will be able to independently use their learning to...</div> <div><div><div>● Compose rhetorically, with an audience in mind.</div><div>● Practice composing and writing as acts of inquiry and discovery.</div><div>● Contribute to hands-on, collaborative studio practices within a composition process.</div><div>● Analyze elements of rhetoric in literature, media, and everyday life.</div></div></div>	
	<div>Meaning</div> <div><div>UNDERSTANDINGS</div><div>Students will understand that...</div><div><div><div>● Effective composition involves writing reflectively for different audiences.</div><div>● Authors (including successful students) use “writing moves” purposefully.</div><div>● Persuasive techniques surround us. Students can consider the elements of rhetoric in everyday life as well as in classic literature.</div><div>● Writing is a process; composing and writing are acts of inquiry and project building.</div></div></div></div> <div><div>ESSENTIAL QUESTIONS</div><div>Students will keep considering...</div><div><div><div>● What makes writing effective?</div><div>● How do authors use “writing moves” purposefully?</div><div>● What persuasive techniques surround us in everyday life?</div><div>● How can we make our own writing more effective?</div></div></div></div>	
	<div>Acquisition</div>	

<p>what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS: ELA-Literacy.w.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 <a href="#">here</a>.)</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• All texts can be viewed through the lens of the “rhetorical triangle” (Author, Audience, Message). Authors use rhetoric purposefully to impact their specific audiences.</li> <li>• Authors use common rhetorical strategies and devices purposefully in texts. Students will be able to recognize juxtaposition, figurative language, tone shifts, personal anecdotes, etc.</li> <li>• Written work (both one’s own and other authors’ drafts) can be revised to make it more effective. The process of improving writing includes the purposeful use of rhetorical strategies and devices selected to impact a specific audience.</li> <li>• Rhetoric surrounds us in everyday life.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing rhetorical strategies and devices in a variety of texts.</li> <li>• Incorporating rhetorical strategies and devices in their own writing (often through revision).</li> <li>• Editing and revising written work to make it more effective.</li> <li>• Recognizing rhetoric used as a means of persuasion in our everyday lives.</li> </ul>
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## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
A, M&T	Focus - Student clearly states both their opinion and previews their line or reasoning at the start of the presentation.	GRASPS Goal/challenge - Students will draft, revise, and finalize an analytical “close reading” essay after researching an essayist of their choice (from a curated list)
A, M&T	Organization - The organization of the essay creates unity and coherence and reflects a clear line of reasoning. The essay uses transitional elements to guide the reader through the line or reasoning.	Role for student - You are a college student at UConn or an equivalently challenging university  Audience for student work - Professor of English
A,M&T	Evidence - Student explains and contextualizes the student’s opinion by including an explicit analysis of the author’s rhetorical choices and of the audience and rhetorical situation for the author’s work. Student supports claims with specific textual evidence.	Situation - You are a college student submitting an academic paper for the UConn First Year Writing Program assessment  Products and performances generated by student: You will write an academic essay of 3-5 pages that evaluates the merits of an essay by an essayist you have researched. Your focus will include consideration of how the essay is structured effectively and how the rhetoric is particularly effective. You will also analyze how the style and content contribute to the power, persuasiveness or beauty of the text.
A,M&T	Development - Student reasoning consistently explains how the evidence supports a line or reasoning throughout the essay.	

A&M		OTHER EVIDENCE:
A&M		Close reading practice written responses and “one page wonders.”
A&M		Circulated drafts in process or portions of drafts
A,M&T		Peer review
A&M		Shared reflective writing
		Oral response/class participation (Sample oral assessments include responses to shared inquiry questions, a Socratic Seminar, A Fishbowl activity, and/or a graded debate.)

Stage 3 – Learning Plan		
Code	Pre-Assessment	
A,M&T	At the start of the unit, students will be given a diagnostic close reading assignment including an analytical written response. That assessment will demonstrate both their writing and reading skills as well as their ability to evaluate an author's purposeful rhetorical choices.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A&M	Teacher will model close reading of specific passages. Students will practice close readings by analyzing components of arguments using guided reading questions, small group work, and whole class discussions.	Notebook checks
		Peer and teacher feedback on written responses
A,M&T	Teacher will conference with students individually to guide students as they workshop their writing through multiple drafts	Self reflection (written and oral)
A,M&T	Students will edit and revise their writing through peer editing	Draft and revision
A &M	Students will engage in close reading practice analyzing rhetorical choices in fiction and nonfiction in Fishbowl activities and in a Socratic Seminar	Close reading timed responses
A,M&T	On demand writing responses including composing original arguments and analyzing effective rhetorical strategies in fiction and nonfiction	Formal (for example, Socratic Seminar) and informal oral shared inquiry
	Students will engage in shared inquiry in class discussions (both small group work and whole class) about what makes writing effective and what rhetorical strategies students might use in their own writing.	
	<u>Resources:</u> Readings will draw from classic and contemporary essayists	

	<p>(Thoreau, Joan Didion, Zadie Smith, and more) as well as classic and contemporary literature. Students will read selected portions of <i>Conversations in American Literature</i> in this unit. Sample texts might also include <i>Understanding Rhetoric: A Graphic Guide To Writing</i> by James Alexander.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: IDENTITY, MEMORY, AND STORYTELLING

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Construct stories in multiple media formats</li> <li>• Analyze a text's content and form</li> <li>• Analyze and utilize a variety of narrative techniques</li> <li>• Evaluate information presented in different media</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Composition is an act of inquiry and discovery.</li> <li>• Composition is multimodal and complex – more than just the written word.</li> <li>• Digital literacy allows readers to analyze information presented in different media or formats.</li> <li>• Memories shape identities and are presented differently through different media.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do our experiences and the stories we tell help us to better understand ourselves? Our history? Our culture?</li> <li>• What are the different modes we use to tell our stories?</li> <li>• How do different modalities influence the impact of narrative?</li> <li>• How do writers communicate through the written word?</li> </ul>



<p>significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 <a href="#">here</a>.)</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Elements of narrative writing including tone, mood, setting, character, conflict, plot, and theme.</li> <li>• There are many types of media in which to tell a story, and each has its own unique advantages and disadvantages.</li> <li>• Narrative writing conveys meaning through deliberate use of literary elements and narrative techniques.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing narrative techniques in different media.</li> <li>• Analyzing how memories are presented differently through different media.</li> <li>• Applying effective narrative techniques in their own compositions in different media.</li> </ul>

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M&A	Criteria for success for video essay:  Uses narrative elements effectively, including clear structure, engaging pacing, character development, and impactful details.	PERFORMANCE TASK(S):  <b>Goal/Challenge:</b> Students will compose a short memory piece. Students will then pull a scene from their memoir and adapt it to the film medium.
T,M&A	Demonstrates the student's understanding of the advantage of medium (visual, audio, etc.) to impact your audience.	<b>Role for student:</b> Filmmaker of video essay  <b>Audience:</b> peers, teacher, other viewers, admissions committee
T,M&A	Elicits the desired response in the viewer through the use of visual and audio techniques.	<b>Situation:</b> You have been asked to submit a video essay for an application to a competitive university.
T,M&A	Written reflection clearly explains and justifies the rationale for filmmaker's technical choices.	<b>Products and performances generated by student:</b> : A 5 minute (or more) short film in which you communicate who you are through personal experience shown visually. A written reflection accompanying the video in which student explains the techniques used and why they were used.

<p>A&amp;M</p> <p>T,A&amp;M</p> <p>A&amp;M</p> <p>A&amp;M</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Class discussions (small group and whole class)</p> <p>Written responses to guided reading and viewing questions</p> <p>Reverse outlines for both written memoirs and their film adaptations</p> <p>Notebook checks</p>
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### Stage 3 – Learning Plan

Code	<p align="center"><b>Pre-Assessment</b></p> <p>Students will respond in their notebooks to the following questions:</p> <ul style="list-style-type: none"> <li>Which is better, a book or its movie adaptation? Why? Come up with specific examples to support your answer.</li> </ul> <p>Teacher will facilitate a class discussion, encouraging students to share their ideas and gauging their preliminary knowledge of narrative and film techniques.</p>	
<p align="center">A</p> <p align="center">M&amp;A</p> <p align="center">M&amp;A</p> <p align="center">T,M&amp;A</p> <p align="center">M&amp;A</p> <p align="center">T,M&amp;A</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will give direct instruction in an introductory “Boot camp” on film narrative techniques, including direct instruction on specific film techniques.</p> <p>Students will analyze narrative techniques in exemplar memoirs using guided reading questions, small group work, and whole class discussions.</p> <p>Students will answer guided reading and viewing questions comparing and contrasting written memoir to a film adaptation of that memoir.</p> <p>Teacher will help guide students in terms of framing a whole class discussion on how narrative change from one medium to the other and why.</p> <p>Students will create a presentation in which they analyze and discuss a literary memoir and its film adaptation.</p> <p>Students will write short analytical responses to assigned sections of a written memoir, focusing on various narrative techniques.</p>	<p>Progress Monitoring</p> <p>Notes</p> <p>Oral and written responses</p> <p>Written responses, class discussion</p> <p>Oral responses, exit slips</p> <p>Class discussions, writer’s conferences</p>

Resources:

Memoirs both with and without film adaptations. Sample literary and visual texts include *Angela's Ashes* by Frank McCourt, *Educated* by Tara Westover, *All the Light We Cannot See* by Anthony Doerr, *The Things They Carried* and "The Vietnam in Me" by Tim O'Brien, and, "Apocalypse Now"

Resources:

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## Unit 3: Perspective, Historical Silences, and Storytelling

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.W.11-12.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Evaluate different perspectives in literature including considering rhetorical context.</li> <li>• Conduct research in answer to a self-generated question.</li> <li>• Present an argument of their own that includes synthesis of ideas from an array of sources.</li> <li>• Develop a multimedia argument.</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.ELA-Literacy.W.11-12.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Critical readers participate in a dialogue with the writer.</li> <li>• Attending to a variety of viewpoints and arguments develops an critical and informed understanding of an issue.</li> <li>• Inherent perspectives shape our narratives.</li> <li>• Authors respond to their lived experiences.</li> <li>• Composing and writing are acts of inquiry and discovery.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do critical readers communicate with texts?</li> <li>• What informs our stance on an issue?</li> <li>• How do our experiences and inherent perspectives shape our narratives?</li> <li>• How do our stories change when we apply different lenses to them?</li> <li>• How does the writing process function as an act of inquiry?</li> </ul>

CCSS.ELA-Literacy.W.11-12.5	<b>Acquisition</b>	
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 <a href="#">here</a>.)</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Sources of information have strengths and limitations which impact their reliability as research materials. Students will be able to evaluate sources using the CRAP method (currency, relevance, authority, accuracy, and purpose)</li> <li>• Strong research papers use a variety of credible sources strategically. Students will be able to incorporate credible sources into their researched arguments.</li> <li>• Students will learn to compile an annotated bibliography, in which they evaluate and summarize sources for a research paper.</li> <li>• Storyboards can be used to organize a multimedia presentation.</li> <li>• Primary and secondary source citations according to MLA guidelines.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Assessing and evaluating sources.</li> <li>• Synthesizing multiple sources on a subject to inform an argument.</li> <li>• Being able to curate and compile an annotated bibliography.</li> <li>• Using an outline and storyboard to develop their ideas.</li> <li>• Using MLA citations of primary and secondary sources.</li> <li>• Editing and revising their own work to make it more effective.</li> </ul>

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	PODCAST RUBRIC	PERFORMANCE TASK(S):
T,M,A	Podcast includes the following narrative elements: 1. Host (narration) 2. Developed characters 3. Structure (Beginning, Middle, End) 4. Theme	In this unit, students will engage in an exploration of the historical and cultural contexts of certain foundational texts compared and contrasted to their retellings. Their inquiry will include an explanation of how the texts are related. Suggested paired texts include <i>Heart of Darkness</i> and <i>Things Fall Apart</i> ; or, <i>David Copperfield</i> and <i>Demon Copperhead</i> ; or, <i>King Lear</i> and <i>A Thousand Acres</i> , etc.
M,A	Podcast uses at last 5 plot points from the original text retold from a different perspective  Podcast format:	Goal/challenge: Students will create a podcast based on their retelling of a story from a different perspective (through a different lens). Students will first research the historical basis and bias of the original story they retell and then showcase their findings in both a written response and the podcast.
T,M,A	A 5-minute (minimum) edited .mp3 file	
T,M,A	Finished product is complete, cohesive, and reflects strong effort.	Role for student: Author and Podcast Creator
T,M,A	Written reflection clearly contextualizes the viewpoint of the original story and the rationale for the choices in the student's original podcast.	Audience: Teacher, classmates, and other podcast listeners  Situation: You are a podcast creator about to create a new episode of your new podcast.  Product and performance: You who will create an original podcast retelling an established author's plot line from a new perspective. Your content for this podcast will include a short retelling of a classic storyline from a different perspective that reflects your research of the historical basis and rhetorical situation of the original novel/story.  You will submit an annotated bibliography and a podcast planning storyboard with your podcast.



M&A M&A T,M,&A  M&A T,M&A		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Written responses to guided reading questions.  Participation in small-group and whole-group discussions.  Completion of in-class assignments and activities, including an annotated bibliography and a storyboard outline.  Completion of homework assignments.  Completion of self-reflective writing assignments.</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>The pre-assessment for this unit might be a notebook check of a “Do Now” assignment or a similar formative gauge of students’ knowledge about how to generate a research inquiry.</p> <p>Students will also respond in their notebooks to the question of what unique techniques are used in music and podcasts to tell a story.</p>	
M&A	Summary of Key Learning Events and Instruction	Progress Monitoring
M&A	Students will analyze paired texts (original and retold) using guided reading questions, small group work, and whole class discussions.	Notebook checks, written and oral responses.
M&A	Teacher will help guide students in terms of framing their inquiry, assessing historical and literary contexts, and suggesting related works of literature.	Notebook checks, written and oral responses.
M&A	Teacher will model how to write a well-researched, annotated bibliography.	Notes
A	Students will be reminded of both research strategies and how to find credible sources through mini-lesson direct instruction.	Notes
T,M&A	Students will draft and revise their original retelling of a story through a new perspective/lens.	Peer editing, written feedback, writing conferences.
M&A	Students will analyze sample podcasts including reverse outlining the beginning, middle, and end of several podcasts.	Guided questions, reverse outline check.
T,M,&A	<p>Students will plan and storyboard their own podcast using a graphic organizer:</p> <p><a href="https://static01.nyt.com/files/2018/learning/PodcastPlanningHandoutLN.pdf">https://static01.nyt.com/files/2018/learning/PodcastPlanningHandoutLN.pdf</a></p>	Storyboard check

	<p><u>Resources:</u></p> <p>Paired texts such as the following: <i>Heart of Darkness</i> by Joseph Conrad and <i>Things Fall Apart</i> by Chinua Achebe “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i>” by Chinua Achebe <i>Jane Eyre</i> by Charlotte Bronte and <i>Wide Sargasso Sea</i> by Jean Rhys <i>David Copperfield</i> by Charles Dickens and <i>Demon Copperhead</i> by Barbara Kingsolver <i>Mrs. Dalloway</i> by Virginia Woolf and <i>The Hours</i> by Michael Cunningham <i>King Lear</i> by William Shakespeare and <i>A Thousand Acres</i> by Jane Smiley</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 4: The Stories We Tell

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Actively engage in close reading of poetry and short fiction</li> <li>• Contribute to hand-on, collaborative studio practices within a composition process</li> <li>• Create original fiction and/or poetry to reflect their own lived experiences</li> <li>• Practice reflective writing (writing about their own writing as a means of improvement)</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Writing activates a uniquely human ability to articulate our lived experiences.</li> <li>• Writing is as much about the process as the product.</li> <li>• Reflective writing is an active process that helps us read and write metacognitively.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Are stories the means by which we integrate our new experiences into our lives?</li> <li>• Is storytelling a way to understand and make sense of the human condition?</li> <li>• How do we practice “reading like writers” and “writing like readers”?</li> <li>• How does reflective writing – characterizing, reconsidering, or qualifying one’s work – foster awareness and metacognition about the writing process?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>A reverse outline can be a effective analytical tool for short fiction and for poetry.</p> <ul style="list-style-type: none"> <li>• Narrative compositions develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• The writing process involves revising written work (both their own and other authors' drafts) to make it more effective.</li> <li>• Reflective writing enhances the writing process.</li> <li>• The act of writing is a tool to process and refract impactful experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a reverse outline to examine the way short fiction and poetry is constructed.</li> <li>• Choosing details to make writing effective.</li> <li>• Plotting event sequences in original writing.</li> <li>• Revising their own and other writers' drafts to make a composition more effective.</li> <li>• Writing reflectively about their own and other authors' works.</li> <li>• Reading and writing metacognitively.</li> </ul>

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T,M&A	Student work includes originality, coherence, and thematic depth.	<p>PERFORMANCE TASK(S):</p> <p>GRASPS</p> <p>Goal/challenge - Students will create and publish their own original short story or poetry</p> <p>Role for student - You are the author of original fiction and/or poetry published in a (classroom) online magazine.</p> <p>Audience for student work - Peers and teachers</p> <p>Situation - You are a published author writing a new work</p> <p>Products and performances generated by student - You will contribute short fiction and/or poetry to a class publication.</p>
T,M&A	Student work is engaging.	
T,M&A	Student work has a clear sequence of events.	
T,M&A	Student work includes effective details.	
T,M&A	Student work is grammatically correct.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p>
M&A		Written responses to guided reading questions targeting close reading skills.
M&A		Participation in small-group and whole-group discussions of poetry and short fiction.
T,M&A		Peer editing (with graphic organizers to scaffold initially)
T,M&A		Writer's workshops with teacher; attention on audience and rhetorical context
M&A		Completion of homework assignments.
T,M&A		Completion of self-reflective writing assignments.

### Stage 3 - Learning Plan

	<b>Pre-Assessment</b>	
	At the start of the unit students will be asked to write a short analysis of the “writer’s moves” in a poem by Langston Hughes. Their analysis will reflect on how those “writer’s moves” help to convey the poet’s lived experiences.	
M&A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M&A	Students will answer guided reading questions (both written and oral)	Notebook checks
T,M&A	Teacher will model inquiry into “writer’s moves” in a text	Whole class discussions
T,M&A	Students will engage in short and informal writing and composing (both in and out of class)	Written and oral responses to guided reading questions
T,M&A	Teacher and students will engage in cycles of feedback, circulation, and revision (including various forms of conferencing and workshopping)	Writer’s conferences with teacher
T,M&A	Students will peer edit their work	Peer editing
	Students will complete self-reflections on original compositions	Self-reflection
	<u>Resources:</u> Readings in both short fiction and poetry that foster engagement and model inquiry (for example, fiction and poetry from the Bedford Introduction to Literature.	
	All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to	



	New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Early College Experience (ECE) Exercise Science

March 2025

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## **Authors of Course Guide**

Mason Flynn

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# ECE Exercise Science

## Grades 10-12

ECE Exercise Science is a full year course. In this course, students will delve into the science behind physical activity and its impact on the human body. Through a blend of theory and practical applications, learners will acquire knowledge and skills that not only enhance their performance as athletes but also prepare them for potential career paths in the field of exercise science. Students will explore topics such as the body's response to exercise, including adaptations in cardiovascular, endocrine, and muscular systems. They will analyze the role of nutrition in fueling physical activity and optimizing performance. Additionally, students will learn about the principles of training and conditioning, including how to design effective workout programs tailored to individual needs and goals as well as proper performance of musculoskeletal and cardiovascular type exercises for promoting personal health and fitness. Proper body alignment, coordination, and movement proficiency will be emphasized. The course will also cover the importance of recovery and rest in maximizing athletic potential, as well as strategies for injury prevention and rehabilitation. Students will gain hands-on experience through laboratory exercises and practical demonstrations, honing their skills in assessing physical fitness and performance metrics. By the end of the course, students will have a deeper understanding of how the body responds to exercise and physical activity (including promoting overall health while reducing risk for numerous acute and chronic diseases) and will also be equipped with practical tools to improve their own athletic abilities. This course will lay a solid foundation for a successful career in the field of exercise physiology including the furtherment of one's athletic career, or professional aspirations such as pursuing a career as a Coach, Physical Therapist, or Sports Scientist. In ECE, there are additional units, one including aerobic exercise adaptations and another relating to the epidemiological perspective of health, fitness and exercise science. Additionally, there are more opportunities for authentic experiences and community involvement in the field. Mastery and depth of course content is prioritized, and students explore topics through multiple lenses. The course incorporates research and independent work. Course objectives and resources used are aligned with those of a partnering university.

This course aligns closely with the school's vision of a graduate by fostering critical thinking, problem-solving, and self-awareness. Through an in-depth exploration of the science of physical activity and its effects on the body, students develop critical thinking skills as they analyze the intricate mechanisms behind exercise adaptations in endocrine, neurological and muscular systems. By designing personalized training programs and understanding the role of energy systems in performance optimization, students enhance their problem-solving abilities. Practical applications in injury prevention and rehabilitation instill a growth mindset, while hands-on experiences in assessing athletic performance cultivate self-awareness and management skills. Furthermore, the emphasis on recovery, rest, and social awareness in maximizing athletic potential nurtures positive relationships and communication skills essential for success in the field of exercise physiology and related professions like coaching, physical therapy, and sports science.

## **Pacing Guide**

Unit 1: Biomechanics	3-4 Weeks
Unit 2: Endocrine Responses to Resistance Training	3-4 Weeks
Unit 3: Adaptations to Aerobic and Anaerobic Training Programs	3-4 Weeks
Unit 4: Administration, Scoring and Interpretation of Selected Tests	2-3 Weeks
Unit 5: Program Design for Resistance Training	5-6 Weeks
Unit 6: Program Design for Speed and Agility Training	5-6 Weeks
Unit 7: Exercise Technique for Free Weight Training	5-6 Weeks
Unit 8: Culture, History, and Ethics	2-3 Weeks
Unit 9: Epidemiological Perspective of Health, Fitness and Exercise Science	1-2 Weeks
Exam Preparation	1-2 Weeks

## Unit 1: Biomechanics

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  <a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</p> <p>Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)</p> <p>Demonstrates the ability to identify the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Develop and use models</li> <li>• Test personally derived hypotheses</li> <li>• Use mathematics and computational thinking</li> <li>• Plan and carry out investigations</li> <li>• Engage in argument from evidence</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Various type of levers in the musculoskeletal system impact joint biomechanics with exercise</li> <li>• Resistive force and power can be measured with different exercise devices</li> <li>• Different components of skeletal musculature impact biomechanics</li> <li>• Factors contributing to human strength</li> <li>• Biomechanics is essential for athletes and coaches to optimize training programs and prevent overuse injuries.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why are biomechanical principles essential to skill performance?</li> <li>• How can biomechanics help in preventing sports-related injuries?</li> <li>• What is the significance of studying biomechanics in improving athletic performance?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Vocabulary related to the levers of the musculoskeletal system</li> <li>• Anatomy of skeletal musculature</li> <li>• Anatomical Planes and Major Body Movements</li> <li>• Factors of importance for joint biomechanics with exercise</li> <li>• Formulas for calculating power, work, torque, force, and velocity</li> <li>• Difference between strength and power</li> <li>• Researchers use advanced tools like motion capture systems and force plates to collect data for biomechanical analysis.</li> <li>• Newton's Laws of Motion</li> <li>• Walking patterns and common issues</li> <li>• Different career paths related to biomechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Applying the Bracketing Technique</li> <li>• Calculating linear and rotational work and power</li> <li>• Comparing and contrasting validity of different exercise devices</li> <li>• Identifying different lever types</li> <li>• Comparing how different lever types impact muscle force</li> <li>• Applying functional anatomy and physics</li> <li>• Drawing conclusions and engage in discussions for best practices relevant to different fitness related goals</li> <li>• Interpreting biomechanical data</li> <li>• Explaining muscle mechanics</li> <li>• Applying biomechanical principles to sports</li> <li>• Applying acquired knowledge and skills to solve real-world biomechanical challenges</li> <li>• Analyzing human walking patterns to assess biomechanical issues.</li> <li>• Analyzing academic journals related to biomechanics</li> </ul>



## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis.</p> <p><b>Impact</b> - Concepts applied to analysis are logical and justified</p> <p><b>Content</b> - correct formulas are applied to calculate accurate results, qualitative analysis is comprehensive</p> <p><b>Quality</b> - legible, neatly handwritten notes</p> <p><b>Process</b> - Precise and focused conclusions are drawn</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i>  <b>Goal:</b> Analyzing movement patterns and determining efficiency of movement patterns</p> <p><b>Role:</b> Students will take on the role of a kinesiologist</p> <p><b>Audience:</b> Both peers and the teacher</p> <p><b>Situation:</b> Athletes are trying to maximize athletic performance and minimize the risk of injury and need corrective coaching through various movements.</p> <p><b>Product and/or Performance:</b> Students will analyze different movements in both qualitative and quantitative measures to determine efficiency of these movements. Based on their analysis, they will draw conclusions for corrective coaching.</p> <p><b>Standard:</b> Students' success will be assessed by accuracy of the application of different formulas for quantitative analysis, and the application of correct coaching cues for the qualitative analysis.</p> <p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Practicing effective movement patterns</li> <li>• Small and large group discussions</li> <li>• Google Classroom activities and assignments</li> <li>• Lab reports</li> </ul>
T		
M		
A, M, T		
A, M, T		

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Brainstorming different factors that contribute to both injury prevention and athletic performance	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  The teacher will demonstrate the proper gait cycle, as well as common gait issues. Students will assess different examples.	Progress Monitoring  Providing specific feedback, Conferencing  Questioning for comprehension, Exit Tickets
A, T	The teacher will present information on different physics related formulas, concepts and terms and how they apply to sports science. Students will demonstrate understanding through practicing problems.	Teacher observation
A, M, T	The teacher will demonstrate how to apply the different physics related formulas, concepts and terms for different purposes in different athletic scenarios. Students will test and practice the manipulation of biomechanics.	Class discussion
A, M	The teacher will demonstrate the bracketing technique in a lab environment. Students will practice this technique and reflect on its implications on exercise.	Guided discovery
A, M, T	The teacher will invite guest speakers, such as sports scientists or kinesiologists, to share their experiences and insights in the field. Students will interact with them and record valuable	

	information and insight.	
M	The teacher will present information on how to interpret biomechanical data. Students will explore real-life case studies where biomechanical concepts are applied to analyze and improve athletic performance or prevent injuries.	
A	The teacher will read various research studies with the class. Students will interpret meaning from these studies.	
A, M, T	The teacher will guide student research related to different exercise devices. Students will compare and contrast different devices.	
A, M	The teacher will design a laboratory simulation of different muscle levers. Students will experiment with different levers and the implication it has on performance output.	
M	The teacher will exhibit the thought process in analyzing biomechanics related injuries. Students will examine real world examples.	
M, T	The teacher will arrange field trips to sports facilities or research labs. Students will observe and interact with biomechanical equipment in action.	
A, M	The teacher will introduce different careers in the field. Students will interview professionals within the given biomechanical careers.	
A, M, T	The teacher will demonstrate how to analyze a scholarly article. Students will investigate scholarly sources and present their findings.	

	<p>The teacher will assign a comprehensive report.</p> <p><u>Resources:</u>  <i>Essentials of Strength Training and Conditioning</i> (4th Edition)  by National Strength &amp; Conditioning Association</p> <p><i>Resources for the Personal Trainer</i> (5th Edition) by American College of Sports Medicine</p> <p><i>Strength Training Anatomy</i> (3rd Edition) by Frederic Delavier</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 2: Endocrine Responses to Resistance Training

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)</p> <p>Demonstrates the ability to investigate the relationships among physical activity, nutrition, and body composition. (S3.H1.L2)</p> <p>Demonstrates the ability to examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Obtain, evaluate, and communicate information</li> <li>• Analyze and interpret data</li> <li>• Ask questions and define problems</li> <li>• Construct explanations</li> <li>• Make directional hypotheses</li> <li>• Debate</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Different hormones have different responses to resistance exercise</li> <li>• Endocrine responses to resistance exercise play a significant role in muscle growth, recovery, and overall physical performance</li> <li>• Consistent resistance training can lead to adaptations in the endocrine system, improving hormone balance and overall metabolic health.</li> <li>• The endocrine responses to resistance exercise can vary based on factors such as exercise intensity, volume, rest periods, and individual fitness levels.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can understanding endocrine responses to resistance exercise optimize training programs?</li> <li>• What is the relationship between hormones and resistance training?</li> <li>• How is endocrine research going to impact the field of exercise physiology?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Synthesis, storage and secretion of different hormones in the body</li> <li>• The General Adaptation Syndrome</li> <li>• Patterns of training responses and stress in athletes</li> <li>• Anabolic, Permissive, and Catabolic mechanisms</li> <li>• Interactions between the nervous system and endocrine system</li> <li>• Roles of receptors in mediating hormonal changes</li> <li>• Categories of hormones</li> <li>• Steroid hormone interactions</li> <li>• Polypeptide hormone interactions</li> <li>• Adaptations in the endocrine system</li> <li>• Common performance enhancing drugs and the legality of these drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Developing training programs that demonstrate the understanding of human endocrine responses</li> <li>• Explaining the physiological roles of anabolic hormones</li> <li>• Describing hormonal responses to resistance exercise</li> <li>• Investigating the relationships among the endocrine system and body composition.</li> <li>• Critiquing sample training programs based on disparities between fitness related goals and endocrine responses</li> <li>• Drawing conclusions and engage in discussions for best practices relevant to different desired hormonal adaptations</li> <li>• Interpreting sample patient blood profile</li> <li>• Examining real world examples of training methods and their implications on athlete's hormonal synthesis, storage and secretion</li> <li>• Examining moral and ethical conduct in specific competitive situations (the use of performance enhancing drugs)</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Further information: Alignment with the National Strength and Conditioning Association research concepts and practice parameters.</p> <p><b>Impact</b> - Proposed modifications are evidence based</p> <p><b>Content</b> - Techniques are properly applied with a comprehensive explanation of the endocrine implications</p> <p><b>Quality</b> - The program modifications are typed, written in a table, and free of errors. The explanation for the suggested changes are also typed with sources provided.</p> <p><b>Process</b> - Detailed, evidence based claims are made for each modification</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Evaluating training programs and their implications on the human endocrine system</p> <p><b>Role:</b> Students will take on the role of a strength and conditioning coach</p> <p><b>Audience:</b> The teacher</p> <p><b>Situation:</b> Athletes are developing chronic injuries and conditions as a result of hormonal issues. They are seeking help to assess their training program to address these issues.</p> <p><b>Product and/or Performance:</b> Students will evaluate given fictional and non-fictional training programs based on hormonal concepts. Based on their assessment, they will make modifications to the program to address hormonal issues that can arise as a result of different training programs.</p> <p><b>Standard:</b> Students' success will be assessed by the proper application of different techniques used to manipulate hormonal responses in the body. This will be judged in their proposed modifications to the given programs.</p> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Debating ethics involving performance enhancing drug use while considering the hormonal implications</li> <li>• Lab reports</li> <li>• Traditional quizzes and tests</li> </ul>
M		
A, M, T		
T		
A, M, T		
M		

		<ul style="list-style-type: none"><li>• Google Classroom activities and assignments</li><li>• Small and large group discussions</li></ul>
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## Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
	Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, including what hormones they are familiar with and their role in human function.	
A, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, M, T	The teacher will present information on hormones, mechanisms, and muscle growth. Students will create a concept map showing the connections between topics.	Class discussions, quizzes
M	The teacher will assign groups of students to research and present a case study on a specific hormone's role in the endocrine response to resistance training. Students will research and present their findings in a jigsaw format.	Providing specific feedback to individual responses
A, T	The teacher will invite guest speakers, such as endocrinologists, to share their experiences and insights in the field. Students will interact with them and record valuable information and insight.	Teacher Observation
M, T	The teacher will demonstrate different exercise techniques and methods that manipulate endocrine responses in the body. Students will practice these exercise techniques and methods.	Conferencing, Polls
A, M, T	The teacher will create and distribute sample training programs.	Exit Tickets

	Students will critique the programs based on disparities between fitness related goals and endocrine responses.	
A, M	The teacher will organize a laboratory simulation of the relationship between stress and how it impacts patterns of training.	
M, T	Students will experiment with different exercise equipment to measure various metrics of how stress impacts patterns of training.	
A, M, T	<p>The teacher will read various research studies with the class. Students will interpret meaning from these studies.</p> <p>The teacher will propose thought provoking questions and assign students to positions for a debate. Students will debate ethical considerations related to performance enhancing drugs.</p> <p>The teacher will present information on pertinent blood profile markers relating to the endocrine system. Students will practice analyzing sample cases and will reflect on medical issues that can be present as a result of their profile.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• <i>Essentials of Strength Training and Conditioning</i> (4th Edition) by National Strength &amp; Conditioning Association</li> <li>• <i>Nancy Clark's Sports Nutrition Guidebook (5th Edition)</i> by Nancy Clark</li> <li>• <i>Resources for the Personal Trainer (5th Edition)</i> by American College of Sports Medicine</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

## Unit 3: Adaptations to Aerobic and Anaerobic Training Programs

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Construct explanations</li> <li>• Analyze and interpret data</li> <li>• Plan and carry out investigations</li> <li>• Design, evaluate, and/or refine a solution to a complex real-world problem</li> </ul>	
	<i>Meaning</i>	
<p>Demonstrates the ability to identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)</p> <p>Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There are different aerobic, anatomical, physiological and performance adaptations following anaerobic training</li> <li>• Anaerobic training impacts the nervous system</li> <li>• Overtraining can have negative effects on different body systems</li> <li>• Anaerobic training has the potential to enhance muscular strength, power, muscular endurance, flexibility and motor performance</li> <li>• Disease can be largely prevented through specific training regimes</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can athletes optimize their anaerobic training programs for peak performance?</li> <li>• What is the effect of exercise devices on anaerobic training?</li> <li>• What is the best way to avoid overtraining or detraining?</li> <li>• What is the most important adaptation that comes as a result of anaerobic training?</li> <li>• What is the most important adaptation that comes as a result of aerobic training?</li> </ul>

<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Neural adaptations from aerobic and anaerobic training modalities</li> <li>• Differences between different energy systems</li> <li>• Primary metabolic demands of various sports</li> <li>• Adaptations of motor units</li> <li>• Vocabulary terms related to bone physiology</li> <li>• Common research tools to examine neural activation</li> <li>• Muscle fiber adaptations as a result of anaerobic training</li> <li>• Connective tissue adaptations as a result of anaerobic training</li> <li>• Endocrine responses and adaptations to anaerobic training</li> <li>• Cardiovascular and respiratory responses to aerobic and anaerobic exercise</li> <li>• Risks and benefits from engaging in different modes of exercise</li> <li>• Roles and responsibilities of different fitness related careers</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Differentiating between aerobic training adaptations and the anatomical, physiological, and performance adaptations following anaerobic training</li> <li>• Discussing the central and peripheral neural adaptations to anaerobic training</li> <li>• Manipulating acute training variables of a periodized program to alter bone, muscle and connective tissue</li> <li>• Explaining the acute and chronic effects of anaerobic training on the endocrine system</li> <li>• Applying the concept of energy systems to improve anaerobic training programs</li> <li>• Differentiating between metabolic demands in different sports</li> <li>• Applying the concept of neuromuscular reflex potentiation to real world examples</li> <li>• Applying the principles of anaerobic training to increase bone strength</li> <li>• Debating the compatibility of aerobic and anaerobic modes of training</li> <li>• Comparing different Heart Rate Zones and corresponding adaptations</li> <li>• Drawing research-based conclusions related to aerobic training</li> <li>• Interpreting exercise guidelines for different groups of people</li> <li>• Reflect on industry practices</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis.</p> <p><b>Impact</b> - Effective and engaging presentation</p> <p><b>Content</b> - Accurate and evidence based claims are made</p> <p><b>Quality</b> - The visual diagram is aesthetically pleasing, free of errors, and has a logical arrangement</p> <p><b>Process</b> - Accurate claims are made from applicable research studies</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Examining research in the field and elucidating the anatomical adaptations following both aerobic and anaerobic training</p> <p><b>Role:</b> Students will take on the role of a researcher in the field</p> <p><b>Audience:</b> Both peers and the teacher</p> <p><b>Situation:</b> There is an upcoming exercise science conference in which there are researchers giving presentations to educate their peers.</p> <p><b>Product and/or Performance:</b> Students will examine different research studies and create a diagram illustrating the differences in anatomical adaptations following aerobic versus anaerobic training from their findings. The diagram will be presented to the class.</p> <p><b>Standard:</b> Students' success will be assessed by both accuracy of content as well as being able to effectively communicate this information to their peers.</p>

A, M, T M T M, T M M, T A, M, T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Lab reports  Small and large group discussions  Traditional assessments (tests and quizzes)  Written essays  Socratic seminars  Case Studies  Google Classroom activities and assignments</p>
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### Stage 3 – Learning Plan

Code	Pre-Assessment	
	The teacher will engage students with a discussion about real-world scenario in what adaptations should be prioritized for anaerobic training for a real-world athlete.	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will explain the acute and chronic effects of anaerobic training on the endocrine system. Students will research and present a case study on an athlete showcasing the endocrine system's response to anaerobic training over time.	Class discussion
	The teacher will present information on the concept of energy systems to enhance anaerobic training programs. Students will analyze and compare the metabolic demands of different sports.	Individual whiteboard work, Polls
	The teacher will facilitate a debate on the compatibility of aerobic and anaerobic training modes. Students will debate arguments both for and against the integration of aerobic and anaerobic training in an athlete's regimen.	Providing specific feedback to individual responses
	The teacher will invite guest speakers, such as sports scientists and strength and conditioning coaches, to share their experiences and insights in the field. Students will interact with them and record valuable information and insight.	Teacher Observation
	The teacher will demonstrate different modes of anaerobic	Conferencing
		Exit Tickets

A, M, T	<p>training in a lab setting. Students will participate in and practice these different modes.</p>	
A, M	<p>The teacher will demonstrate different modes of aerobic training in a lab setting. Students will participate in and practice these different modes.</p>	
A, M, T	<p>The teacher will model how to access reputable research studies and how to extract pertinent information from them. Students will access different research studies and will interpret meaning from these studies.</p>	
A	<p>The teacher will discuss neuromuscular reflex potentiation and provide real-world examples. Students will demonstrate how neuromuscular reflex potentiation can improve athletic performance through a practical demonstration.</p>	
A, T	<p>The teacher will instruct how to manipulate acute training variables in a periodized program to impact bone, muscle and connective tissue. Students will design an anaerobic training program with varying acute variables and explain the rationale for each.</p> <p>The teacher will demonstrate the manipulation of acute training variables in a periodized anaerobic training program. Students will practice and reflect on the differences among acute training variables.</p> <p>The teacher will demonstrate the use of anaerobic exercise devices. Students will practice using these devices.</p> <p>The teacher will present information on the different zones of heart rate training. Students will argue different activities and the corresponding heart rate zones.</p>	



	<p>The teacher will pose various questions for students to consider. Students will debate the compatibility of aerobic and anaerobic modes of training.</p> <p>The teacher will introduce different careers in the field. Students will interview professionals within fitness related careers.</p> <p>The teacher will demonstrate how to analyze a scholarly article. Students will investigate scholarly sources and present their findings.</p> <p><u>Resources:</u> <i>Essentials of Strength Training and Conditioning</i> (4th Edition) by National Strength &amp; Conditioning Association</p> <p><i>Science of Sports Training</i> by Thomas Kurz</p> <p><i>Resources for the Personal Trainer (5th Edition)</i> by American College of Sports Medicine</p> <p><i>Strength Training Anatomy (3rd Edition)</i> by Frederic Delavier</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to develop and maintain a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)</p> <p>Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</p> <p>Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Plan and carry out investigations</li> <li>• Analyze and interpret data</li> <li>• Use evidence to make well-informed decisions</li> <li>• Use mathematics and computational thinking</li> <li>• Make measurements and record data</li> <li>• Engage in arguments from evidence</li> <li>• Ask questions and define problems</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Different tests measure different performance indicators</li> <li>• Training program successes are measured through different performance indicators</li> <li>• There are factors that impact test validity</li> <li>• Data can be used to adapt training programs</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Which tests are best to measure different athletic factors such as agility, power, strength, etc.?</li> <li>• How well do test scores align with sport performance?</li> <li>• What is the future for test administration on athletic performance?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Principles of test selection and administration</li> <li>• Testing terminology</li> <li>• Reasons for testing</li> <li>• Factors that can impact the validity of results</li> <li>• How energy systems influence proper testing sequence</li> <li>• Measuring parameters of athletic performance</li> <li>• Test protocols and scoring data</li> <li>• Different means of measuring body composition</li> <li>• How body composition can impact performance</li> <li>• Careers related to sports data</li> </ul>	<ul style="list-style-type: none"> <li>• Administering test protocols properly and safely</li> <li>• Statistical evaluation of test data</li> <li>• Developing an athletic profile</li> <li>• Comparing scores with appropriate norms from different groups</li> <li>• Evaluating an athlete's area of weakness from analyzing test scores</li> <li>• Safely participating in various tests</li> <li>• Writing an effective test battery</li> <li>• Communicating data to different stakeholders</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis.</p> <p><b>Impact</b> - Test battery is performed in the proper order</p> <p><b>Content</b> - Tests are properly administered to maximize validity</p> <p><b>Quality</b> - Results are to be recorded on paper through observation and then transferred to a typed athlete profile</p> <p><b>Process</b> - Scores are precisely compared to the appropriate norms to develop a focused evaluation.</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i>  <b>Goal:</b> Administering a test battery in the proper order according to energy demands to determine an athlete's area of strength and weaknesses.</p> <p><b>Role:</b> Students will take on the role of a strength and conditioning coach</p> <p><b>Audience:</b> Both peers and the teacher</p> <p><b>Situation:</b> Athletes are looking for guidance on what they need to improve on in their sport and need to be tested on different athletic factors.</p> <p><b>Product and/or Performance:</b> Students will properly administer various tests to develop an athlete profile.</p> <p><b>Standard:</b> Students' success will be assessed by proper test selection, test validity during administration, as well as performing the tests in the correct order (non fatiguing tests, agility, maximum power, maximum strength, sprint tests, local muscular endurance, fatiguing anaerobic capacity, and then aerobic capacity). Students will then determine areas of strength and areas of improvement for athletic performance through comparing the profile with appropriate norms.</p>

T A, M M, T A, M, T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Practicing effective movement patterns seen in the test battery</li> <li>• Small and large group discussions</li> <li>• Traditional quizzes and tests</li> <li>• Google Classroom activities and assignments</li> </ul>
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### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> The teacher will have students recall and discuss athletic based tests that they have either performed or have seen administered in the past (both in school or in other settings).	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  The teacher will exhibit the thought process in statistical evaluation of test data. Students will examine real world examples.  The teacher will develop a fictional athlete profile. Students will analyze the profile and determine areas of need based on test scores.  The teacher will demonstrate the proper test battery and relate the information to the energy systems. Students will justify the reasoning behind the sequence and demonstrate understanding through practice problems.  The teacher will invite guest speakers, such as sports scientists or kinesiologists, to share their experiences and insights in the field. Students will interact with them and record valuable information and insight.  The teacher will present information related to non-fatiguing tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.  The teacher will present information related to agility tests and	Progress Monitoring
A, M, T		Providing specific feedback, Conferencing
A, M, T		Questioning for comprehension, Exit Tickets
A, M, T		Teacher observation
A, M		Class discussion
A, M, T		Lab Reports
A, M, T		

A, M, T	<p>demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
A, M, T	<p>The teacher will present information related to power tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
A, M, T	<p>The teacher will present information related to strength tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
A, M, T	<p>The teacher will present information related to sprint tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
A, M, T	<p>The teacher will present information related to local muscular endurance tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
A, M, T	<p>The teacher will present information related to fatiguing anaerobic tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
A, T	<p>The teacher will present information related to aerobic capacity tests and demonstrate how to perform various tests. Students will practice performing the tests and reflect on which sports they are most applicable to.</p>	
M, T	<p>The teacher will demonstrate how to use different exercise testing devices.</p>	

	<p>Students will practice using the devices, and compare and contrast different devices.</p> <p>The teacher will arrange field trips to sports facilities or research labs. Students will observe and interact with testing equipment in action.</p> <p>The teacher will provide samples of fitness data. Students will analyze data and use different means to communicate the meaning to fictional stakeholders.</p> <p>The teacher will assign different studies related to body composition and performance. Students will interpret the studies and present their findings to their classmates.</p> <p>The teacher will demonstrate how to access district and state-wide physical fitness data. Students will interpret the data and present their findings to community stakeholders.</p> <p>The teacher will explain the science of testing battery sequencing. Students will create and administer a physical fitness testing battery.</p> <p><u>Resources:</u> <i>Essentials of Strength Training and Conditioning</i> (4th Edition) by National Strength &amp; Conditioning Association</p> <p><i>Resources for the Personal Trainer</i> (5th Edition) by American College of Sports Medicine</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and</p>	
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	materials must be researched and vetted by the writers and department heads prior to submission for approval.	
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## Unit 5: Program Design for Resistance Training

### Stage 1 Desired Results

<div>ESTABLISHED GOALS</div> <div><a href="#">Health Education and Physical Education Connecticut State Standards</a></div> <div>Demonstrates the ability to analyze the components of skill related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. (S3.H12.L2)</div> <div>Demonstrates the ability to develop and maintain a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)</div> <div>Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range</div>	<div>Transfer</div> <div>Students will be able to independently use their learning to...</div> <div><ul style="list-style-type: none"><li>• Test personally derived hypotheses</li><li>• Use mathematics and computational thinking</li><li>• Plan and carry out investigations</li><li>• Engage in argument from evidence</li><li>• Construct explanations and design solutions</li></ul></div>	
	<div>Meaning</div> <div>UNDERSTANDINGS Students will understand that...</div> <div><ul style="list-style-type: none"><li>• There are conditions that indicate when exercise load should be increased</li><li>• Training volume should be dictated by training status and goals</li><li>• Rest periods are determined by the training goal</li><li>• Exercise selection is determined by a number of factors</li></ul></div> <div>ESSENTIAL QUESTIONS Students will keep considering...</div> <div><ul style="list-style-type: none"><li>• How close can effective resistance training programs get an athlete to their sport performance ceiling?</li><li>• How important is resistance training for field athletes?</li><li>• What does the future of resistance training look like?</li></ul></div>	
	<div>Acquisition</div> <div>Students will know...</div> <div><ul style="list-style-type: none"><li>• Principles of anaerobic exercise prescription</li></ul></div> <div>Students will be skilled at...</div> <div><ul style="list-style-type: none"><li>• Applying the SAID principle to real world situations</li></ul></div>	

<p>of motion). (S3.H9.L1)</p>	<ul style="list-style-type: none"> <li>• Vocabulary related to systematic training</li> <li>• Body and limb movement patterns and muscular involvement</li> <li>• Strength, power, hypertrophy and muscular endurance priorities</li> <li>• Common sites for joint and muscle injury and causative factors</li> <li>• Core and assistance exercises</li> <li>• Structural and power exercises</li> <li>• Exercises to promote recovery</li> <li>• Difference between supersets and compound sets</li> <li>• Terminology used to quantify mechanical work</li> <li>• Terminology used to qualify mechanical work</li> <li>• Repetition-Maximum Continuum</li> <li>• 1RM Testing Protocol</li> <li>• Rest period length assignments</li> <li>• 2-for-2 Rule</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating program design variables</li> <li>• Conducting a needs analysis</li> <li>• Making informed exercise selections for a resistance training program</li> <li>• Analyzing movements of sports</li> <li>• Determining training frequency for an effective resistance training program</li> <li>• Sequencing resistance exercises appropriately</li> <li>• Determining the training load and repetitions in a specific resistance exercise program</li> <li>• Testing maximal strength in a 1RM</li> <li>• Estimating maximal strength of a 1RM</li> <li>• Analyzing the amount of training volume in both sessions and total programs</li> <li>• Allocating rest periods based on relative load lifted and amount of muscle mass involved in each exercise</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis.</p> <p><b>Impact</b> - Training program is effective</p> <p><b>Content</b> - Manipulation of variables are justified</p> <p><b>Quality</b> - Training load and repetitions are clearly written in an easy to follow four week typed format</p> <p><b>Process</b> - Variables are selected based on the focus of the athlete's goals and needs</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i>  <b>Goal:</b> Designing a resistance training program for an athlete</p> <p><b>Role:</b> Students will take on the role of a strength and conditioning coach and an athlete</p> <p><b>Audience:</b> A partner and the teacher</p> <p><b>Situation:</b> Athletes need a resistance training program to try to maximize athletic performance and minimize the risk of injury.</p> <p><b>Product and/or Performance:</b> Students will be put in pairs and will take turns in taking on the roles of a strength and conditioning coach and also as an athlete. The strength and conditioning coach will conduct a needs analysis of the athlete, and will manipulate various program design variables to create a structured four week resistance training program.</p> <p><b>Standard:</b> Students' success will be assessed by properly conducting a needs analysis, and then making informed decisions in manipulating the different variables to design an effective four week program.</p>

T M T A, M, T A, M, T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Practicing effective movement patterns</li> <li>• Small and large group discussions</li> <li>• Traditional written assessments</li> <li>• Google Classroom activities and assignments</li> <li>• Lab reports</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Discussing what a typical resistance training routine might look like for high school athletes	
A, M, T	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher will differentiate between core and assistance exercises in resistance programs.</p> <p>Students will select core and assistance exercises for a given exercise routine.</p>	<p>Progress Monitoring</p> <p>Providing specific feedback, Conferencing</p>
A, T	<p>The teacher will present information on common sites for joint and muscle injuries in resistance training.</p> <p>Students will discuss causative factors for injuries and ways to prevent them.</p>	<p>Questioning for comprehension, Exit Tickets</p>
A, M, T	<p>The teacher will model how to determine the amount of training volume in individual sessions and overall programs.</p> <p>Students will calculate the training volume for a given resistance training program.</p>	<p>Teacher observation</p>
A, M, T	<p>The teacher will provide examples and an analysis of the SAID principle and its relevance to resistance training.</p> <p>Students will identify real-world scenarios where the SAID principle can be applied.</p>	<p>Class discussion</p>
A, M, T	<p>The teacher will invite guest speakers, such as strength and conditioning coaches or kinesiologists, to share their experiences and insights in the field.</p> <p>Students will interact with them and record valuable information and insight.</p>	<p>Guided discovery</p>

A, M, T	The teacher will demonstrate how to conduct a needs analysis for designing programs. Students will practice conducting a needs analysis for program design.	
M		
A	The teacher will read various research studies with the class. Students will interpret meaning from these studies.	
	The teacher will instruct how to order exercises in a single exercise session.	
A, M, T	Students will practice arranging and justifying the sequence of exercises in given scenarios.	
A, M	The teacher will provide different studies and guide a discussion on work to rest ratios in resistance training. Students will evaluate given rest periods for real world scenarios.	
A	The teacher will exhibit the thought process in analyzing movements in sports. Students will examine real world examples.	
M	The teacher will demonstrate different methods for testing for, calculating and estimating a one rep maximum for different exercises. Students will practice these different methods for various exercises.	
	The teacher will arrange field trips to fitness facilities. Students will observe and interact with different resistance training equipment.	
	<u>Resources:</u> <i>Essentials of Strength Training and Conditioning</i> (4th Edition) by National Strength & Conditioning Association	

	<p><i>Resources for the Personal Trainer (5th Edition) by American College of Sports Medicine</i></p> <p><i>Strength Training Anatomy (3rd Edition) by Frederic Delavier</i></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 6: Program Design for Speed and Agility Training

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b>  <a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to create a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Demonstrates the ability to develop and maintain a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)</p> <p>Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2)</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Test personally derived hypotheses</li> <li>• Plan and carry out investigations</li> <li>• Engage in argument from evidence</li> <li>• Construct explanations and design solutions</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Speed is a trainable skill, not a talent</li> <li>• Speed and agility training should be methodical</li> <li>• Mechanics impact performance</li> <li>• Speed training is different from conditioning</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How close can effective speed and agility training programs get an athlete to their sport performance ceiling?</li> <li>• How important is speed training for field athletes?</li> <li>• What does the future of speed and agility training look like?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Biomechanical constructs of sprint, change-of-direction, and agility performance</li> <li>• Movement principles</li> <li>• Physics of sprinting, change of</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing the abilities and skills needed to perform specific movement tasks</li> <li>• Effectively monitoring the development of sprint, change of direction and agility abilities</li> </ul>

	<p>direction and agility</p> <ul style="list-style-type: none"> <li>• Rate of force development and the force-velocity curve</li> <li>• Neurophysiological basis for speed</li> <li>• Stretch-shortening cycle</li> <li>• Postactivation Potentiation</li> <li>• Spring-Mass Model</li> <li>• Neurophysiological considerations for change of direction and agility development</li> <li>• Factors affecting change of direction and perceptual-cognitive ability</li> <li>• Metabolic requirements of various agility tests</li> </ul>	<ul style="list-style-type: none"> <li>• Applying sound means and methods for developing speed, change of direction and agility</li> <li>• Designing and implementing training programs to maximize athletic performance</li> <li>• Practicing effective movement patterns</li> <li>• Identifying and coaching technical errors</li> <li>• Communicating with athletes</li> <li>• Testing different metrics related to speed and agility</li> <li>• Determining training frequency for an effective speed and agility training program</li> <li>• Manipulating program design variables</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis.</p> <p><b>Impact</b> - Training program is effective</p> <p><b>Content</b> - Manipulation of variables are justified</p> <p><b>Quality</b> - Training load and repetitions are clearly written in an easy to follow four week typed format</p> <p><b>Process</b> - Variables are selected based on the focus of the athlete's goals and needs</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i>  <b>Goal:</b> Designing a speed and agility training program for an athlete</p> <p><b>Role:</b> Students will take on the role of a strength and conditioning coach and an athlete</p> <p><b>Audience:</b> A partner and the teacher</p> <p><b>Situation:</b> Athletes need a speed and agility training program to try to maximize athletic performance and minimize the risk of injury.</p> <p><b>Product and/or Performance:</b> Students will be put in pairs and will take turns in taking on the roles of a strength and conditioning coach and also as an athlete. The strength and conditioning coach will conduct a needs analysis of the athlete, and will manipulate various program design variables to create a structured four week speed and agility training program.</p> <p><b>Standard:</b> Students' success will be assessed by properly conducting a needs analysis, and then making informed decisions in manipulating the different variables to design an effective four week speed and agility program.</p>

T M T A, M, T A, M, T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Practicing effective movement patterns</li> <li>• Small and large group discussions</li> <li>• Traditional written assessments</li> <li>• Google Classroom activities and assignments</li> <li>• Lab reports</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Discussing what a typical practice plan might look like for high school athletes and where speed and agility training fits into the plan.	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, T	The teacher will exhibit the process of analyzing sprint mechanics. Students will examine different examples.	Providing specific feedback, Conferencing
A, M, T	The teacher will demonstrate proper and improper sprinting mechanics. Students will participate in different drills to improve their mechanics.	Questioning for comprehension, Exit Tickets
A, T	The teacher will demonstrate various speed and agility tests. Students will practice participating in and coaching other students on mechanics during these drills.	Teacher observation
A, M, T	The teacher will exemplify how to use the force-velocity curve in program design. Students will apply the concepts in the force-velocity curve to different examples.	Class discussion
A, M, T	The teacher will invite guest speakers, such as strength and conditioning coaches or kinesiologists, to share their experiences and insights in the field. Students will interact with them and record valuable information and insight.	Guided discovery
M	The teacher will demonstrate how to use different exercise	

A, T	<p>devices related to speed and agility. Students will practice using the devices.</p> <p>The teacher will read various research studies with the class. Students will interpret meaning from these studies.</p>	
A, M	<p>The teacher will instruct on means and methods for developing speed, change of direction and agility. Students will practice creating general practice plans for team sports.</p>	
A, M, T	<p>The teacher will present information related to the metabolic requirements of various agility tests. Students will examine real world examples.</p>	
M	<p>The teacher will design a laboratory experiment related to speed and agility training. Students will experiment with the neurophysiological concepts of speed and agility training and the implications they have on performance output.</p> <p>The teacher will arrange field trips to fitness facilities where students can observe and interact with different speed and agility training equipment.</p> <p><u>Resources:</u>  <i>Essentials of Strength Training and Conditioning</i> (4th Edition)  by National Strength &amp; Conditioning Association</p> <p><i>What We Need is Speed</i> by Henk Kraaijenhof</p> <p><i>Resources for the Personal Trainer</i> (5th Edition) by American College of Sports Medicine</p> <p><i>Strength Training Anatomy</i> (3rd Edition) by Frederic Delavier</p> <p>All Resources and materials must adhere to all New Milford</p>	

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## Unit 7: Exercise Technique for Free Weight Training

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b>  <a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates competency in two or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)</p> <p>Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Obtain, evaluate, and communicate information</li> <li>Assess situations for safety</li> <li>Make well informed decisions</li> <li>Adapt to situations</li> <li>Think analytically</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>There are proper and improper techniques when performing exercises</li> <li>There is equipment that can make certain exercises more safe</li> <li>There are different, specific techniques to spot different exercises</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How important is it to warmup and cool down when engaging in free weight training?</li> <li>How do you stay safe in the weight room?</li> <li>How necessary is adhering to strict form?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Proper breathing guidelines</li> <li>Recommendations for spotting free weight exercises</li> <li>Appropriateness of different safety equipment</li> <li>Handgrip fundamentals in exercise technique</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Spotting free weight exercises</li> <li>Practicing sound form for hinging movement patterns</li> <li>Practicing sound form for squatting movement patterns</li> <li>Practicing sound form for pressing movement patterns</li> </ul>



	<ul style="list-style-type: none"> <li>● Stable body and limb positioning</li> <li>● Range of motion and speed for free weight exercises</li> <li>● Five-Point Body Contact Position</li> <li>● General Anatomy and Kinesiology Vocabulary</li> <li>● When and how to appropriately spot various lifts</li> <li>● Major muscles involved in various lifts</li> <li>● Different phases of the clean and jerk</li> <li>● Vocabulary related to olympic weightlifting</li> </ul>	<ul style="list-style-type: none"> <li>● Practicing sound form for carrying movement patterns</li> <li>● Practicing sound form for pulling movement patterns</li> <li>● Practicing sound form for lunging movement patterns</li> <li>● Practicing sound form for rotational movement patterns</li> <li>● Communicating between spotter and athlete</li> <li>● Giving corrective feedback</li> <li>● Properly execute olympic lifts and their derivatives</li> <li>● Judging for “good” and “no lifts,” per the USA Weightlifting Rules and Regulations</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis.</p> <p><b>Impact</b> - Demonstration given is complete in having all steps for each movement</p> <p><b>Content</b> - Cues given are accurate and appropriately timed</p> <p><b>Quality</b> - Cues and demonstration are clearly articulated</p> <p><b>Process</b> - Proper technique is enforced throughout each movement.</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i>  <b>Goal:</b> Demonstrating proper form in the fundamental movements (hinging, squatting, pressing, pulling, lunging and carrying) in free weight exercises</p> <p><b>Role:</b> Students will take on the role of an athlete and coach</p> <p><b>Audience:</b> Both peers and the teacher</p> <p><b>Situation:</b> Athletes are new to free weight training styles and need demonstrations on how to perform various exercises</p> <p><b>Product and/or Performance:</b> Students will take turns taking on the role of a coach and demonstrating the fundamental movements through a series of free weight exercises to both small groups and the whole class</p> <p><b>Standard:</b> Students' success will be assessed by communicating the proper mechanics to their peers, both in a physical demonstration, as well as verbally describing the cues</p> <p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Practicing effective movement patterns</li> <li>● Small and large group discussions</li> <li>● Traditional written assessments</li> <li>● Google Classroom activities and assignments</li> <li>● Lab reports</li> </ul>
T		
M		
T		
A, M, T		
A, M, T		

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Polling students for what exercises and training they might have experience with, and what are cues to properly perform them	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  The teacher will provide research studies regarding various pieces of safety equipment. Students will discuss the conditions when these pieces of equipment should and should not be used.	Progress Monitoring  Providing specific feedback, Conferencing
A, T	The teacher will present information on breathing guidelines during free weight exercise. Students will describe when and how to alter breathing during various exercises.	Questioning for comprehension, Exit Tickets
A, M, T	The teacher will demonstrate the five-point body contact position. Students will experiment with using the five-point body contact position and compare and contrast data from the experiment.	Teacher observation
A	The teacher will exhibit the thought process of spotting an athlete during exercise. Students will critique both positive and negative examples of spotting free weight exercises.	Class discussion
A, M, T	The teacher will invite guest speakers, such as Olympic Weightlifting and Powerlifting Coaches, to share their experiences and insights in the field. Students will interact with them and record valuable information and insight.	Guided discovery

A, M, T	<p>The teacher will demonstrate sound form for hinging movements in free weight exercises.</p> <p>Students will practice using hinging movements through free weight exercises and will provide corrective feedback to other students.</p>	
A, M, T	<p>The teacher will demonstrate sound form for squatting movements in free weight exercises.</p> <p>Students will practice using squatting movements through free weight exercises and will provide corrective feedback to other students.</p>	
A, M, T	<p>The teacher will demonstrate sound form for pressing movements in free weight exercises.</p> <p>Students will practice using pressing movements through free weight exercises and will provide corrective feedback to other students.</p>	
A, M, T	<p>The teacher will demonstrate sound form for lunging movements in free weight exercises.</p> <p>Students will practice using lunging movements through free weight exercises and will provide corrective feedback to other students.</p>	
A, M, T	<p>The teacher will demonstrate sound form for pulling movements in free weight exercises.</p> <p>Students will practice using pulling movements through free weight exercises and will provide corrective feedback to other students.</p>	
A, M	<p>The teacher will demonstrate sound form for carrying movements in free weight exercises.</p> <p>Students will practice using carrying movements through free weight exercises and will provide corrective feedback to other students.</p>	

M, T	<p>The teacher will demonstrate sound form for rotational movements in free weight exercises. Students will practice using rotational movements through free weight exercises and will provide corrective feedback to other students.</p> <p>The teacher will read various research studies with the class. Students will interpret meaning from these studies.</p> <p>The teacher will arrange field trips to fitness facilities. Students will observe and interact with different speed and agility training equipment.</p> <p><u>Resources:</u>  <a href="#">USA Weightlifting Official Rules and Guidelines</a>  <i>Essentials of Strength Training and Conditioning</i> (4th Edition)  by National Strength &amp; Conditioning Association</p> <p><i>Resources for the Personal Trainer (5th Edition) by American College of Sports Medicine</i></p> <p><i>Strength Training Anatomy (3rd Edition) by Frederic Delavier</i></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Unit 8: Culture and History

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  <a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to identify and discuss the historical and cultural roles of games, sports, and dance in a society. (S2.H1.L2)</p> <p>Demonstrates the ability to examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Debate topics</li> <li>• Analyze and interpret data</li> <li>• Construct explanations</li> <li>• Ask questions and define problems</li> <li>• Engage in arguments from evidence</li> <li>• Conduct research</li> <li>• Interpret meaning from studies</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Different athletic dynasties had different training regimes</li> <li>• Training programs have changed over time</li> <li>• Technology has impacted the growth and development of strength training</li> <li>• Careers in the field of exercise science are growing and changing</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How important are incorporating Olympic Weightlifting movements in training programs?</li> <li>• Which sport has historically been the most difficult to physically prepare for?</li> <li>• Which athletic dynasty is the most impressive?</li> <li>• How ethical are performance enhancing drugs in professional organizations?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• German Volume Training</li> <li>• Soviet Method</li> <li>• Current state of American system of training versus other countries' approach to training</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Interpreting meaning from various research studies related to athletic performance training programs</li> <li>• Comparing and contrasting different</li> </ul>

	<ul style="list-style-type: none"> <li>• The Conjugate Method</li> <li>• Chinese Olympic Weightlifting</li> <li>• Influential people in the history of performance training</li> <li>• Monumental teams in the history of Olympic Weightlifting</li> <li>• Notable organizations that have impacted the field of performance training</li> <li>• Technological advancements in sport performance</li> <li>• History of performance enhancing drugs</li> <li>• History of the most successful sports dynasties and their training regimes</li> <li>• History and current state of exercise science related careers</li> <li>• Eight Key Questions (8KQ) of Ethics</li> </ul>	<p>training programs through history</p> <ul style="list-style-type: none"> <li>• Debating the effectiveness of the American system of training versus other methods across the globe</li> <li>• Evaluating ethical dilemmas that have arisen in the history of exercise science and propose solutions based on ethical principles</li> <li>• Exploring historical case studies and present findings</li> <li>• Evaluating the feasibility of different historical programs and how well they could be implemented today</li> <li>• Interpreting data related to historical trends in exercise science and performance training</li> <li>• Applying historical knowledge to solve real-world challenges in exercise science and performance training</li> <li>• Recognizing the influence of different cultures on the development of exercise science practices</li> <li>• Analyzing historical developments in exercise science and performance training to understand their impact on current practices</li> <li>• Conducting research on key figures and events in the history of exercise science, and evaluate their contributions</li> <li>• Predicting the future of careers in the field of exercise science</li> <li>• Communicating ideas and findings related to the historical and cultural aspects of exercise science through written and oral presentations</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy and analysis including the 8 Key Ethical Questions to dictate the related principles.</p> <p><b>Impact</b> - Effective and engaging claims are made to help develop a comprehensive response</p> <p><b>Content</b> - Claims are research based and accurate</p> <p><b>Quality</b> - Clear verbal articulation during the socratic seminar, including appropriate volume, tone of voice and inflection</p> <p><b>Process</b> - Precise and focused conclusions are drawn</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Conduct research on key figures and events in the history of exercise science and evaluate their contributions to performance training as well as ethics related to the situations</p> <p><b>Role:</b> Students will take on the role of a researcher</p> <p><b>Audience:</b> Both peers and the teacher</p> <p><b>Situation:</b> Researchers and sports scientists are having a round table discussion on different figures and events that contributed to the development of performance training</p> <p><b>Product and/or Performance:</b> Students will participate in a socratic seminar. They will prepare themselves accordingly by conducting research on given topics and questions.</p> <p><b>Standard:</b> Students' success will be assessed by participation in and accurate contributions to the socratic seminar. Contributions made should help the development of a sophisticated response to each question.</p>



T M A, M, T A, M, T		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Small and large group discussions</li> <li>• Google Classroom activities and assignments</li> <li>• Traditional assessments (quizzes and tests)</li> <li>• Practicing and reflecting on different techniques and concepts</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Engage students with a discussion on how they think athletic training has evolved over the years	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, T	The teacher will facilitate a group jigsaw activity. Students will compare and contrast different training programs throughout history.	Providing specific feedback, Conferencing
A, M, T	The teacher will discuss ethical dilemmas that have occurred in the history of exercise science.. Students will propose solutions to ethical dilemmas based on ethical principles learned in class.	Questioning for comprehension, Exit Tickets
A, M	The teacher will present historical data on trends in exercise science for students to interpret.. Students will analyze historical data to identify trends and patterns in exercise science practices.	Teacher observation
A, M, T	The teacher will organize and facilitate a debate on the American system of training versus other global training methods. Students will formulate arguments based on research to debate the effectiveness of different training systems.	Class discussion
A, T	The teacher will discuss technological advancements in sport performance and their impact on training methods.. Students will investigate how technology has revolutionized performance training and present findings to the class.	Guided discovery

<p>M</p> <p>A</p> <p>A, M, T</p> <p>A, M</p> <p>A, M, T</p>	<p>The teacher will read various research studies with the class. Students will interpret meaning from these studies.</p> <p>The teacher will guide research on historical Olympic Weightlifting teams and their significance in the field of performance training. Students will create a timeline highlighting key events in the history of Olympic Weightlifting.</p> <p>The teacher will design a laboratory simulation of different muscle levers. Students will experiment with different levers and the implication it has on performance output.</p> <p>The teacher will introduce the Conjugate Method of training and its applications in performance sports. Students will analyze case studies on the effectiveness of the Conjugate Method in improving athletic performance.</p> <p>The teacher will demonstrate different historical and cultural methods of training. Students will practice using these techniques.</p> <p>The teacher will model using the eight key ethical questions to evaluate the ethical dimensions of a situation. Students will debate ethical issues in sports science using the eight key ethical questions as a guide.</p> <p><u>Resources:</u>  <i>Essentials of Strength Training and Conditioning</i> (4th Edition) by National Strength &amp; Conditioning Association</p> <p><i>Supertraining</i> by Yuri Verkhoshansky, Mel Siff</p> <p><i>Resources for the Personal Trainer</i> (5th Edition) by American College of Sports Medicine</p>	
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	<p><i>Strength Training Anatomy (3rd Edition) by Frederic Delavier</i></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">Health Education and Physical Education Connecticut State Standards</a></p> <p>Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)</p> <p>Demonstrates the ability to investigate the relationships among physical activity, nutrition, and body composition. (S3.H1.L2)</p> <p>Demonstrates the ability to analyze the health benefits of a self selected physical activity. (S5.H1.L1)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Obtain, evaluate, and communicate information</li> <li>● Analyze and interpret data</li> <li>● Ask questions and define problems</li> <li>● Construct explanations</li> <li>● Make directional hypotheses</li> <li>● Debate topics</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● There are modifiable and non-modifiable risk factors in designing disease prevention strategies</li> <li>● Regular physical activity can reduce risk of chronic diseases</li> <li>● Exercise can improve both physical and mental health</li> <li>● Public Health guidelines have been established for the optimal amount and intensity of physical activity needed to improve health outcomes across different populations</li> <li>● Health outcomes differ by socioeconomic status, geographical location, race and ethnicity</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How can physical activity habits influence future health?</li> <li>● What is the relationship between environmental factors and health outcomes?</li> <li>● How is epidemiology research going to impact the field of exercise physiology?</li> </ul>

	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Dose response relationship between physical activity and chronic diseases</li> <li>• American College of Sports Medicine Physical Activity Guidelines</li> <li>• Exercise is an intervention tool for obesity prevention</li> <li>• Global patterns of physical activity</li> <li>• Sedentary behavior and health risks</li> <li>• Musculoskeletal health in response to resistance training and weight-bearing exercises</li> <li>• Wolff's Law</li> <li>• Davis' Law</li> <li>• Physical inactivity as a public health epidemic</li> <li>• Target intervention strategies for at-risk populations</li> <li>• World Health Organization (WHO)'s global action plan on physical activity (GAPPA)</li> <li>• Public Health Service Act as a proactive approach to preventative health services</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Developing training programs that demonstrate the understanding of epidemiology</li> <li>• Analyzing the impact on infrastructure on health outcomes</li> <li>• Screening individuals for risk factors</li> <li>• Interpreting epidemiological data using statistical tools and methods to understand patterns of physical activity, sedentary behavior, and health outcomes</li> <li>• Designing and delivering health promotion campaigns</li> <li>• Designing exercise programs for special populations</li> <li>• Examining case studies to determine health risks and prescribe exercise programs</li> <li>• Examining real world examples of training methods and their implications on athlete's health outcomes</li> <li>• Evaluating how social determinants impact physical activity and overall health</li> <li>• Designing programs that incorporate physical activity into daily routines</li> <li>• Assessing and recognizing contraindications and potential risks of exercise for certain health conditions</li> <li>• Supporting analyses with physiological principles and theories</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Further information: Alignment with the American college of Sports Medicine research concepts and practice parameters.</p> <p><b>Impact</b> - Proposed modifications are evidence based</p> <p><b>Content</b> - Claims are logical and justified with research</p> <p><b>Quality</b> - The conclusions are typed, written in a paragraph form, and free of errors. The explanation for the suggested changes are typed with sources provided.</p> <p><b>Process</b> - Detailed, evidence based claims are made for each modification</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Evaluating case studies relating to physical activity and health outcomes</p> <p><b>Role:</b> Students will take on the role of an epidemiologist</p> <p><b>Audience:</b> The teacher</p> <p><b>Situation:</b> Individual and group data related to physical activity has become available and needs to be examined. Patterns and trends need to be evaluated and disease prevention strategies need to be implemented to improve individual and public health outcomes.</p> <p><b>Product and/or Performance:</b> Students will evaluate given case studies based on levels of physical activity, health outcomes, and barriers to access to physical activity. Based on their assessment, they will interpret data and make suggestions to improve both individual and public health outcomes.</p> <p><b>Standard:</b> Students' success will be assessed by logical conclusions drawn in case studies. Students will be judged by developing justifiable, evidence-based suggestions to improve health outcomes.</p> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Defend and justify public health movements and initiatives</li> <li>• Lab reports</li> <li>• Traditional quizzes and tests</li> <li>• Google Classroom activities and assignments</li> </ul>
M		
A, M, T		
T		
A, M, T		
M		

		<ul style="list-style-type: none"><li>• Small and large group discussions</li></ul>
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### Stage 3 – Learning Plan

Code	Pre-Assessment	
	Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, including what hormones they are familiar with and their role in human function.	
A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will present information on the dose-response relationship between physical activity and chronic diseases. Students will create visual diagrams that represent how increasing levels of activity can reduce disease risk.	Class discussions, quizzes
	A, M, T	Portfolios
	The teacher will demonstrate how to navigate the American College of Sports Medicine’s physical activity guidelines based on different factors. Students will design an exercise plan for different populations based on the ACSM’s guidelines.	Providing specific feedback to individual responses
	M	
	A, M, T	Teacher Observation
M, T	The teacher will invite guest speakers, such as epidemiologists, to share their experiences and insights in the field. Students will interact with them and record valuable information and insight.	
	The teacher will present information on the widespread issue of physical inactivity and its consequences for public health. Students will design digital campaigns to raise awareness about the health risks of inactivity.	Conferencing, Polls
	The teacher will demonstrate how to screen individuals for risk factors related to physical activity and chronic disease.	Exit Tickets

A, M	Students will practice functional skills to screen for health issues (ex. blood pressure, heart rate, BMI).	
A, T	<p>The teacher will read various research studies related to social infrastructure on health outcomes.</p> <p>Students will participate in a socratic seminar assessing community infrastructure's impact on public health.</p>	
A, M	<p>The teacher will present information on physiological theories. Students will analyze case studies and apply these theories to their analysis.</p>	
M, T	<p>The teacher will model how to design safe and effective exercise programs for special populations..</p> <p>Students will collaboratively create exercise programs for different special populations and present their plans.</p>	
A, M, T	<p>The teacher will propose thought provoking questions and assign students to positions for a debate.</p> <p>Students will debate ethical considerations related to public health.</p> <p>The teacher will present information on public health legislation, programs and initiatives.</p> <p>Students will practice adapting concepts from these frameworks to be applied within their own community.</p> <p><u>Resources:</u>  <i>Essentials of Strength Training and Conditioning</i> (4th Edition) by National Strength &amp; Conditioning Association</p> <p><i>Nancy Clark's Sports Nutrition Guidebook</i> (5th Edition) by Nancy Clark</p> <p>Resources for the Personal Trainer (5th Edition) by American College of Sports Medicine</p>	

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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



ECE United States History 1877-Present

April 2025

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## **Author of Course Guide**

Mark Pernerewski

### **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## ECE United States History 1877-Present

### Grade 11 Full Year

This course is designed to give students an in-depth knowledge, appreciation, and understanding of our heritage through the study of American history, culture, geography, economics, and politics. They will experience the rigor necessary for success in college. Emphasis is placed on building and expanding organizational techniques. The course will reinforce critical reading, writing, thinking, and communication skills. Students are expected to come to class prepared for discussion of the topics at hand by completing regular reading and writing assignments. Because so much of the course content is acquired through class discussion, all teachers of the course are approved by WCSU as adjunct professors. As such, they have the content knowledge and expertise to present appropriately and monitor student progress in real time. Students will actively develop their problem solving individually and collectively through independently-designed and instructor-created projects. As a result of having successfully completed this course and its assessments, students will earn three WCSU credits.

### Connection to the Vision of a Graduate

ECE United States History 1877-Present contributes to the vision of a graduate of New Milford High School in the following ways:

- Students *communicate* with classmates, build *positive relationships*, and develop *social awareness* when working in informal small groups during in-class discussions about political and social topics. The class builds a strong community by promoting academic risk-taking and providing students with collaborators to whom they may turn to for out-of-class support. They communicate more deeply with partners to complete performance-based assessments which, in turn, are formally presented to the class as a whole. Students also create group projects from political, geographic, demographic, artistic, and cultural research so they can see the immediate impact their contributions have on an authentic audience.
- Students exercise *creativity* when preparing for and participating in role play simulations of important turning points in US History.
- Students engage in *critical thinking* and *problem solving* when considering the many points of view presented in primary and secondary sources about major eras in United States history. Students will constructively deliberate about the appropriateness and effects of governmental decisions and actions.
- Students develop *self-knowledge*, *self-management*, and a *growth mindset* with an independent reading schedule. Students are responsible for meeting due dates, collaborating in multi-step projects, and for peer assessing their classmates' presentations. In this way they learn responsibility from each other, and see the rewards that come from effort and self-motivation.



## Pacing Guide

Unit	Length (Approximate)
Introduction	1-2 classes
Unit 1: Recap of Civil War and Reconstruction	2 Weeks
Unit 2: The Industrial Era/The New South and New West/Seizing an American Empire	9 weeks
Unit 3: The Progressive Era/America and the Great War/The 1920s	7 weeks
Unit 4: The New Deal/World War II	7 Weeks
Unit 5: The Cold War/The New Frontier and Great Society/Rebellion and Reaction in the '60s and '70s	7 weeks
Unit 6: The Reagan Era and Beyond	4 weeks

## UNIT 1: Recap of Civil War and Reconstruction

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS. ELA-Literacy. RH .11.12.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.</p> <p>US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.</p> <p>US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., Radical Republicans,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Recognize the evolving nature of the American National Identity over time.</li> <li>• Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy</li> <li>• Understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.</li> <li>• Understand how the movement of peoples both within and to the United States continue to change American society.</li> <li>• Apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>the North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.</p> <p>the Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>Why did compromise over sectional differences eventually fail?</p> <p>Was the Civil War crisis inevitable or was it a failure of leadership?</p> <p>What role did Abraham Lincoln play over the course of the war, in shaping its goals, and in redefining the meaning of American principles?</p> <p>Are governments ever justified in suspending</p>

<p>Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).</p>	<p>unresolved many questions about the power of the federal government and citizenship rights.</p> <p>Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</p>	<p>civil liberties?</p> <p>After such a long a bloody war, why did the Reconstruction period ultimately fall short of its goals?</p>
<p><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.</li> <li>Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war.</li> <li>The failure of the South to win at Antietam helped prevent the Confederacy from gaining full diplomatic support from European powers.</li> <li>Many African Americans fled Southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.</li> <li>Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>reading the textbook and taking notes to prepare for quizzes and class discussion.</li> <li>participating in classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</li> <li>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</li> <li>interpreting charts and reading maps to search for evidence to support or dispute claims.</li> <li>using historical thinking skills such as chronological reasoning, causation, and comparison/contrast to help them understand the impact and connections of events in history.</li> <li>creating a defensible historical argument using primary source evidence through warrants to support claims.</li> <li>understanding historical perspective by participating in a roleplay simulation.</li> </ul>

fulfillment of America's founding democratic ideals.

- although the Confederacy showed military
- initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.
- the 13th, 14th, and 15th amendments were
- passed giving African Americans important new rights.
- the Women's Rights movement was both
- emboldened and divided over the 14th and 15th amendments to the Constitution.
- both radical and moderate forces vied for
- dominance of the Reconstruction process with the intention to reorder race relations in the South. Some short-term successes were achieved, but ultimately Reconstruction failed due both to Southern resistance and the North's waning resolve.
- Southern plantation owners continued to own the majority of the region's land after Reconstruction. Former slaves became sharecroppers or tenant farmers subject to the growing Jim Crow laws.

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	Analysis should be thorough and use textual and historical evidence.	PERFORMANCE TASK(S):  Students will read Lincoln's Gettysburg Address, summarize its meaning, and explain how Lincoln intended to change the definition of democracy and freedom for the future of the United States.
M, T	Advice should be historically accurate, persuasive, and designed to achieve an authentic objective, such as uniting the country or punishing the South.	GRASPS Goal/challenge - Give advice to new President Andrew Johnson on how to reunite the country after the Civil War  Role for student- Advisor to President Johnson  Audience for student work- the President of the United States following Lincoln's assassination  Situation - The unexpected ascendance of Andrew Johnson to the Presidency at the end of the Civil War  Products and performances generated by student- Letter to President Johnson advising him on the best course of action to reunite the country after the Civil War. Required topics include: <ol style="list-style-type: none"> <li>1. What should the former Confederate states promise in order to be readmitted to the Union?</li> <li>2. Who from the Confederacy will be allowed to vote? Hold Office? Why?</li> <li>3. What will the United States do for ex-slaves? Rights? Money? Jobs Property?</li> <li>4. What will the United States do with plantations?</li> </ol>

		<p>5. What, if anything should the United States rebuild? Who should pay? Why?</p> <p>6. How will the plan discourage future sectional conflict and make the United States a better place?</p> <p>Standards/criteria for judging success- Assignment-specific criteria of Constitutionality and reasonableness.</p>
<p>M, T</p> <p>A, M, T</p>	<p>Arguments should be historically accurate and make effective use of warrants to support claims through evidence.</p> <p>Tests will be scored for accuracy.</p>	<p>OTHER EVIDENCE:</p> <p>Students will write a Toulmin-style argument to answer the following question: How successful was the ordeal of Reconstruction?</p> <p>Students will complete the unit test including multiple choice, long essay, short answer, and/or document-based essay.</p>

## Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
	Pre-assessment will be in the form of a whole class discussion to engage students' interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw students' thinking forward to present day to understand the continuum of American history.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M, T	Instructor will assign reading (from textbook and primary source documents), ask quiz questions, and lead discussion of Lincoln's war aims and Emancipation Proclamation in preparation for the writing of the first performance task. Students will make notes from their sources for discussion and use these to write their pieces.	Instructor will monitor progress by asking quiz questions, guiding the class discussion for understanding of Lincoln's motivations, and discussing written pieces with students while in progress.
M, T	Instructor will assign GRASPS for in-class/out-of-class completion. Students will work in pairs to write a letter giving advice to Andrew Johnson on Reconstruction.	Instructor will circulate among pairs and re-direct the discussion to be practical and Constitutional if necessary.
A, M, T	Instructor will assign readings (from textbook and primary source documents) on the accomplishments, and the end of Reconstruction. Students will make notes for discussion in preparation for writing their arguments about the success of Reconstruction.	Instructor will ensure that the pros and cons of Reconstruction are familiar to the class
A, M	Instructor will assign chapters 8-10 of <i>US History and Geography</i> . Students will make reading notes on the chapters for use on quizzes and in classroom discussion	Instructor will check reading comprehension through quiz questions and aid students in exploring topics further during class discussion.





**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-Literacy. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.</p>	<p><i>.Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• recognize the evolving nature of the American National Identity over time.</li> <li>• apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</li> <li>• apply concepts and systems of economics their own societies</li> <li>• understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.</li> <li>• explain how the movement of peoples both within and to the United States continue to change American society.</li> <li>• apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic</li> </ul>	
	<i>Meaning</i>	
<p>US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies)</p> <p>US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).</p> <p>US.Inq.4.d. Present arguments and explanations that feature</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• large-scale industrial production - accompanied by massive technological change, expanding international communication networks, and pro-growth government policies generated rapid economic development and business consolidation.</li> <li>• a variety of perspectives on the economy and labor developed during a time of financial panics and downturns.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Was the "American Dream" a reality or a false promise for new immigrants of the late 19th century?</li> <li>• Considering the massive wave of immigration in the late 1800s, would the U.S. become a mosaic or a melting pot?</li> <li>• As more and more people were no longer independent farmers, but dependent on a wage, did the role of government change as well?</li> <li>• Considering an increased number of</li> </ul>

<p>evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.</p>	<ul style="list-style-type: none"> <li>• new systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.</li> <li>• international and internal migration increased urban populations and fostered the growth of a new urban culture.</li> <li>• large numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.</li> <li>• new cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.</li> <li>• dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</li> <li>• differing perspectives on the proper course for society crystalized into the beginnings of progressivism.</li> </ul>	<p>boom, bust cycles, should the role of government in the economy change?</p> <ul style="list-style-type: none"> <li>• How did artistic and intellectual movements both reflect and challenge the emerging corporate order?</li> <li>• How did the search for new global markets affect American foreign policy and territorial ambitions?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Following the Civil War, government subsidies for transportation and</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• reading the textbook and taking notes to prepare for quizzes and class</li> </ul>

	<p>communication systems helped open new markets in North America.</p> <ul style="list-style-type: none"> <li>● Production of goods increased dramatically as businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, and a growing labor force.</li> <li>● Many Americans' standard of living improved, while the gap between rich and poor also grew.</li> <li>● Many business leaders sought increased profits by consolidating corporations into trusts which further concentrated wealth.</li> <li>● Businesses and foreign policymakers looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.</li> <li>● The American victory in the Spanish-American War and the acquisition of foreign territories sparked a great debate over the disposition of the Philippine Islands among imperialists and anti-imperialists.</li> <li>● A more ethnically diverse workforce pushed for labor unions to counterbalance the power of owners</li> </ul>	<p>discussions.</p> <ul style="list-style-type: none"> <li>● participating in classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</li> <li>● analyzing primary source documents that support the ideas learned in the textbook and in class. This will require close reading and deconstruction.</li> <li>● interpreting charts and reading maps to search for evidence to support or dispute claims.</li> <li>● using historical thinking skills such as chronological reasoning, causation, and compare/contrast to help them understand the impact and connections of events in history.</li> <li>● creating a defensible historical argument using primary source evidence through warrants to support claims.</li> <li>● understanding perspective by participating in a roleplay simulation.</li> </ul>
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and management.

- The Chinese Exclusionary Act was passed in 1882.
- The South remained overwhelmingly rural.
- Improvements in mechanization helped agricultural production increase substantially and led to bonanza farming.
- Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the economy.
- Urban areas became a magnet for immigrants from Asia and southern and eastern Europe, as well as African Americans within the country.
- Cities became dominated by neighborhoods based on ethnicities, race, or class.
- Political machines grew in the cities as a response to the unequal distribution of political power.
- A growing middle class developed in the cities out of a need for clerical workers, educators, and managers.
- As migrant populations increased in

number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.

- The U.S. government violated treaties with American Indians and responded to resistance with military force, forcing American Indians onto reservations.
- Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation.
- The ideas of the Gospel of Wealth, and Social Darwinism were theories created to justify the extreme wealth of some and extreme poverty of workers.
- The Social Gospel was a belief that promoted the idea of helping those in need.
- Teddy Roosevelt, preservationists, and conservationists supported the establishment of national parks.

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	Analysis should be historically accurate and instructive to the class audience.	PERFORMANCE TASK(S):  Students will find a political cartoon of the Gilded Age that they would like to analyze and present to the class. Their task is to create a Powerpoint or other presentation that will include the political cartoon and a set of analytical questions. They will present to their classmates in the process of analyzing the cartoon.
A, M, T	Debate should be historically accurate and persuasive.	In groups students will prepare to debate a variety of Gilded Age topics that may include but are not limited to the following: labor unions, the concentration of wealth, and environmental protection.
T	Campaign materials should accurately present Roosevelt's 20th century accomplishments and critically apply them to 21st century issues of national concern.	GRASPS Goal/challenge - Create campaign materials for Theodore Roosevelt in a 21st Century election, showing how his progressive, environmental, and imperial credentials would appeal to Americans today Role for student- Campaign manager for Theodore Roosevelt Audience for student work- 21st Century voters Situation - A 21st Century election including a cryogenically frozen Theodore Roosevelt Products and performances generated by students- Summary of Progressive, Imperial, and Environmental accomplishments by Theodore Roosevelt during his first Presidency, and campaign promises to fix 21st century problems in those three areas (Format to be chosen by student) Standards/criteria for judging success- Accurate presentation of TR's early 20th Century accomplishments and critical application of his expertise to 21st Century problems

A, M, T	Analysis should be historically accurate and correctly applicable to the author's work.	OTHER EVIDENCE:  Students will select and analyze a primary source document about the Gospel of Wealth, the Social Gospel, and Social Darwinism. They will analyze the authors' point of view and strength of argument, and discuss these in small groups.
A, M, T	Test will be graded for accuracy	Students will complete the unit test including multiple choice, long essay, short answer, and/or document-based essay.

### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b> Pre-assessment will be in the form of a whole class discussion to engage students' interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw students thinking forward to present day to understand the continuum of American history.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M, T	Instructor will refer students to source materials on Gilded Age characteristics to aid in their selection of a cartoon to analyze. Students will select cartoons and prepare their presentations	Instructor will consult with each student in turn to monitor the selection of a cartoon and the creation of a presentation
A, M, T	Instructor will assign debate topics and pro/con sides about the Gilded Age. Students will prepare talking points for use during debates	Instructor will supervise research and monitor the creation of debate talking points.
T	Instructor will assign GRASPS for in-class/out-of-class completion. Students will brainstorm and prepare campaign materials.	Instructor will circulate and ask leading questions about Roosevelt's accomplishments and potential future promises.
A, M, T	Instructor will supervise and approve the selection of primary source documents for analysis and discussion. Students will use acquired background knowledge to analyze the author's viewpoint.	Instructor will check in with each student to monitor the analysis.
A, M, T	Instructor will assign chapters 11-14 of <i>US History and Geography</i> . Students will make reading notes on the chapters for use in quizzes and class discussion.	Instructor will check reading comprehension through quiz questions and aid students in exploring topics further during class discussion.



## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.</p> <p>US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>recognize the evolving nature of the American National Identity over time.</li> <li>apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</li> <li>understand the impact of human action on the environment and how geography determines social, political, and economic developments.</li> <li>understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States</li> <li>understand how the movement of peoples both within and to the United States continue to change American society.</li> <li>apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.</li> </ul>	
<p>US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).</p> <p>US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The U.S. continued its transition from a rural, agricultural economy to an urban, industrial economy led by large corporations.</li> <li>The role of government came under question as businesses promoted laissez-faire policies even in economic downturns.</li> <li>During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What is the proper role of government in a modern democratic republic?</li> <li>How did the search for new global markets affect American foreign policy and territorial ambitions?</li> <li>Should the U.S. be invested in spreading democracy around the world?</li> <li>Are alliances made out of common interest or common values?</li> <li>How do individuals influence government</li> </ul>

<p>acts in the 1920s, Angel Island, Ku Klux Klan).</p> <p>US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).</p>	<p>into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p> <ul style="list-style-type: none"> <li>• Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.</li> <li>• Following in the footsteps of pioneers such as Theodore Roosevelt, early 20th century Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.</li> <li>• In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western hemisphere and the Pacific accompanied heightened public debates over America's role in the world.</li> <li>• World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.</li> </ul>	<p>to bring about necessary changes in society?</p>
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<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>Americans initially preferred neutrality in WW I, but Woodrow Wilson was left no choice by the German U-boat attacks and resumed a unilateral foreign policy after the war.</li> <li>By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.</li> <li>Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality. On the national level they sought federal legislation to regulate the economy, expand democracy and generate moral reform.</li> <li>New forms of mass media, such as radio and cinema, contributed to the spread of a national culture.</li> <li>Official restrictions of free speech grew during WW I, as increased anxiety about radicalism led to the first Red Scare.</li> <li>In the 1920s, cultural, and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.</li> </ul>	<ul style="list-style-type: none"> <li>reading the textbook and taking notes to prepare for quizzes and discussion.</li> <li>participating in classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</li> <li>analyzing primary source documents that support the ideas learned from the textbook and class discussion. This will require close reading and deconstruction.</li> <li>interpreting charts and reading maps in the search for evidence to support or dispute claims.</li> <li>using prior learning and knowledge of the present to begin to understand history as a continuum.</li> <li>using historical thinking skills such as chronological reasoning, causation, and compare/contrast to help them understand the impact and connections of events in history.</li> <li>creating a defensible historical argument using primary source evidence through warrants to support claims.</li> <li>understanding perspective by participating in a roleplay simulation.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• As immigration hit its peak in the years before WW I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration particularly from southern and eastern Europe.</li><li>• Increased demand for war production and labor during WW I led many Americans to migrate to urban centers. This was the start of the Great Migration for African Americans.</li></ul> |  |
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M	Arguments should be historically accurate and analytically sound. Presentations should be instructive to the class audience.	PERFORMANCE TASK(S):  Students will examine Jacob Riis's photographs and his written descriptions and explore the context of his work. In Powerpoint presentations, students must provide evidence to support or refute the validity of his depictions of urban life.
A, M, T	Debate points should be historically accurate and persuasive.	Students will conduct classroom debates on some of the controversial topics of the time period. Suggested topics include: American control of the Philippines and annexation of Hawaii, government actions during the Red Scare, the need for Prohibition, and other topics students nominate.
A, M, T	Negotiation talking points and the final treaties produced should accurately reflect the points of view of the participating countries. Arguments should be persuasive.	GRASPS Goal/challenge - Prevent the outbreak of another world conflict as destructive as the Great War Role for student- Representative for one of the countries participating in the Versailles Treaty negotiations Audience for student work- leaders of the great powers after World War I Situation - the Great War has just ended. How can the victorious nations create a lasting peace that will satisfy all stakeholders? Products and performances generated by student- Research notes and treaty negotiation talking points, one peace treaty signed by all participants Standards/criteria for judging success- Student groups will analytically compare and contrast the treaty they created with the real Treaty of Versailles. They will argue which document is more likely to promote a lasting peace in the world.

A, M	Newspapers should be historically accurate and instructive to the class audience.	OTHER EVIDENCE:  In groups, students will create a newspaper-style article commenting on the competing forces of tradition and modernity in the 1920s.
A, M, T	Test will be graded for accuracy.	Students will complete the unit test including multiple choice, long essay, short answer, and/or document-based essay.

### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
	Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American history.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, T	Instructor will assign <i>How the Other Half Lives</i> . Students will combine information from their background readings to prepare a presentation for the class arguing the validity of Reiss' perspective.	Instructor will circulate to monitor the appropriateness of the evidence being used.
A, M, T	Instructor will supervise the selection of debate topics and assign topics and pro/con sides if necessary. Students will prepare debate talking points regarding controversial topics of the era.	Instructor will oversee the selection and use of research sources.
A, M, T	Instructor will assign GRASPS for in-class/out-of class completion. Students will prepare to represent a country participating in the Versailles Peace Conference.	Instructor will oversee the accuracy of the participants' background information and the appropriateness of their treaty demands.
A, M	Instructor will provide primary source documents about Jazz Age culture. Students will prepare informative articles about the chosen/assigned topics.	Instructor will confer with each student to ensure he or she fleshes out the societal ramifications of the topic for the article.
A, M, T	Instructor will assign chapters 15-17 in <i>US History and Geography</i> . Students will make reading notes on the chapters for use on quizzes and in class discussion	Instructor will check reading comprehension through quiz questions and aid students in exploring topics further during class discussion.

## Unit 4: The New Deal and WWII

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.</p> <p>US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and media while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>recognize the evolving nature of the American National Identity over time.</li> <li>apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</li> <li>apply concepts and systems of economics to participate in society.</li> <li>understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.</li> <li>understand how the movement of peoples both within and to the United States continue to change American society.</li> <li>apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.</li> </ul>	
<p>US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).</p> <p>US.Eco.8.a. Describe the possible consequences, both</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The U.S. continued its transition from a rural, agricultural economy to an urban, industrial economy led by large corporations.</li> <li>During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</li> <li>U.S. participation in World War II transformed American society, while</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What is the proper role of government in a modern democratic republic and its economy?</li> <li>Should the U.S. be invested in spreading democracy around the world?</li> <li>What economic conditions led to the Great Depression and could it happen again?</li> <li>Are alliances made out of common interest or common values?</li> <li>Are countries at war ever justified in</li> </ul>



<p>intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).</p>	<p>the victory of the U.S. and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</p>	<p>targeting civilian populations?</p> <ul style="list-style-type: none"> <li>Was President Truman justified in dropping the Atom bomb on Japan?</li> </ul>
<p>US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor and recovery and reform to the American economy.</li> <li>As in WWI, increased demand for war production and labor during WW II led many Americans to migrate to urban centers.</li> <li>In the 1930s, while many Americans were concerned about the rise of fascists, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into WW II.</li> <li>Mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>reading the textbook and taking notes in preparation for quizzes and class discussion.</li> <li>participating in classroom discussions that will allow students to offer ideas, and asking questions to enhance their understanding of the topic at hand.</li> <li>analyzing primary source documents that support the ideas learned in the textbook and class discussion. This will require close reading and deconstruction.</li> <li>interpreting charts and reading maps to search for evidence to support or dispute claims.</li> <li>activating previous learning and knowledge of the present to understand history as a continuum.</li> <li>using historical thinking skills such as</li> </ul>

	<p>by equipping and provisioning allies and millions of U.S. troops.</p> <ul style="list-style-type: none"> <li>• Mobilization and military service provided opportunities for women and minorities.</li> <li>• The U.S. and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.</li> <li>• Out of expediency, the United States allied itself with the Soviet Union, despite having experienced a Red Scare after World War I.</li> <li>• The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the U.S. to emerge from the war as the most powerful nation on earth.</li> </ul>	<p>chronological reasoning, causation, and compare/contrast to help them understand the impact and connections of events in history.</p> <ul style="list-style-type: none"> <li>• creating a defensible historical argument using primary source evidence through warrants to support claims.</li> <li>• understanding perspective by participating in a roleplay simulation.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	Debate points should be historically accurate and persuasive.	PERFORMANCE TASK(S):  Students will conduct classroom debates on some of the controversial topics of the time period. Suggested topics include: the effectiveness of the New Deal as an answer to the Great Depression, Isolationism or War in WWII, and the Japanese-American internment during WWII.
A, M, T	Activities should accurately represent the purpose and work of each agency. They should be instructive to the class audience as well as persuasive in support of each agency's work.	GRASPS Goal/challenge - convince the Supreme Court to uphold policies and agencies of the New Deal Role for student- representatives of New Deal Agencies leading pep rally activities Audience for student work- the Supreme Court and the American people Situation - holding a pep rally to generate enthusiasm and support for the New Deal Products and performances generated by student- games/activities that demonstrate the work of the agencies and what groups in society they helped Standards/criteria for judging success- assignment-specific grading matrix, quiz on agencies and their work

A, M, T	Displays should be historically accurate and balanced regarding the pros and cons of Truman's decision.	OTHER EVIDENCE:  Student groups will design a museum display to teach viewers about the atomic bombings of Hiroshima and Nagasaki. The displays will allow viewers to make up their own minds about the use of atomic weapons.
A, M, T	Student pieces should be analytically accurate.	Students will examine film and still-image propaganda from World War II. They will analyze what the source reveals about the values and biases of the government and society that created it.
A, M, T	Test will be graded for accuracy.	Students will complete the unit test including multiple choice, long essay, short answer, and/or document-based essay.

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b> Pre-assessment will be in the form of a whole class discussion to engage students' interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw students thinking forward to present day to understand the continuum of American history.	
A, M, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Instructor will supervise the selection of debate topics and provide primary source documents for research. Students will research topics and prepare debate talking points to support their positions.	Instructor will consult with students to ensure their points are accurate and effective.
	Instructor will assign GRASPS for in-class/out-of-class completion. Students will work in pairs to create their pro-New-Deal activities for the class.	Instructor will assist teams in accurately portraying the work of the agency and making activities engaging.
	Instructor will oversee the selection of primary and secondary research sources about the bombings of Hiroshima and Nagasaki. Students will prepare their museum displays for viewing and criticism by the class.	Instructor will consult on the preparation of exhibits, lead a museum walk of student displays, and lead a discussion of the qualities and potential shortcomings of each.
A, M, T	Instructor will oversee the choice of propaganda materials and provide examples if necessary. Students will prepare statements of what they have discovered about governmental attitudes and biases.	Instructor will circulate and ask probing questions to assist students in their analyses.
	Instructor will assign chapters 18-21 in <i>US History and Geography</i> . Students will make reading notes on the chapters for use on quizzes and in class discussion.	Instructor will check reading comprehension through quiz questions and aid students in exploring topics further during class discussion.

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.</p> <p>US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).</p> <p>US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• recognize the evolving nature of the American National Identity over time.</li> <li>• apply knowledge of political and social systems to participate actively as an informed citizen of a democracy</li> <li>• understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.</li> <li>• understand how the movement of peoples both within and to the United States continue to change American society.</li> <li>• apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.</li> </ul>	
	<p><i>Meaning</i></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• U.S. policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of communist military power and ideological influence, create a new-market global economy, and build an international security system.</li> <li>• Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What does it mean to be the most powerful nation in the world? What, if any, responsibilities come with that position?</li> <li>• Why were the Communist East and the Democratic West seemingly incompatible?</li> <li>• Why was it during this time period that equal rights came to be realized by many minority groups?</li> <li>• How did the booming economy of the 1950s and 1960s impact American culture</li> </ul>

<p>Korea, Cuba, Chile, Vietnam).</p> <p>US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).</p>	<ul style="list-style-type: none"> <li>• Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.</li> <li>• Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow</li> <li>• Responding to social conditions and the achievements of the African American Civil Rights Movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.</li> <li>• Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.</li> </ul>	<p>and the country's relationship to the world?</p> <ul style="list-style-type: none"> <li>• Was the Great Society a fulfillment of America's promise or a violation of the Founder's intentions for government's role in society?</li> <li>• Given the economic heights of the 1950s and 1960s, what caused the "stagflation" of the 1970s?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the U.S. developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.</li> <li>• The U.S. sought a policy of "containment" as concern about the</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• reading the textbook and taking notes to prepare for quizzes and class discussion.</li> <li>• participating in classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</li> <li>• analyzing primary source documents that support the ideas learned in the textbook</li> </ul>

	<p>expansion of Communist ideology and Soviet repression dominated foreign policy. Major military engagements included Korea and Vietnam.</p> <ul style="list-style-type: none"> <li>• Both sides in the Cold War competed for influence in the postwar decolonized regions of Asia, Africa, and the Middle East. This competition extended to Latin America.</li> <li>• Americans debated policies and methods designed to expose suspected communists within the U.S. even as both parties supported the broader strategy of containing communism.</li> <li>• Although at first supported, the Vietnam War inspired sizable and passionate anti-war protests.</li> <li>• Americans debated the merits of a large nuclear arsenal, the military industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.</li> <li>• Oil crises shaped U.S. involvement in the Middle East and eventually sparked attempts at creating a national energy policy.</li> <li>• A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.</li> </ul>	<p>and during class. This will require close reading and deconstruction.</p> <ul style="list-style-type: none"> <li>• interpreting charts and reading maps to search for evidence to support or dispute claims.</li> <li>• using historical thinking skills such as chronological reasoning, causation and comparison/contrast to help them understand the impact and connections of events in history.</li> <li>• creating a defensible historical argument using primary source evidence through warrants to support claims.</li> <li>• understanding perspective by participating in a roleplay simulation.</li> </ul>
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- Higher education, new technologies, and increasing social mobility encouraged growth of the suburbs and movement to the Sun Belt.
- Passage of new immigration laws in 1965 led to a new increase in immigration.
- As the 1950s developed an ever increasing mass culture, some artists, intellectuals, and rebellious youth challenged this conformity.
- During and after WW II, civil rights activists and leaders, most notably, Martin Luther King Jr., challenged racial discrimination.
- All three branches of government used measures to promote racial equality. Examples include *Brown v Board of Education*, the Civil Rights Act of 1965, and presidential enforcement of desegregation.
- Following the success of the Civil Rights Movement for African Americans, many other minority groups such as feminists, the gay community, Latinos, American Indians, and Asian Americans, sought social and economic equality.
- Despite an overall affluence in postwar America, poverty continued to be a

national problem.

- Environmental problems and accidents led to a growing environmental movement.
- Liberalism, based on anticommunism abroad and a belief in government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.
- Starting in the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government.
- Public confidence and trust in the government's ability to solve social and economic problems declined in the 1970s with a growing clash between conservatives and liberals.
- The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

## Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	Debate points should be historically accurate and argumentatively persuasive.	PERFORMANCE TASK(S):  Students will use primary source documents for evidence to debate the implications of the Atomic Age.
A, T	Presentation should be historically accurate and argumentatively effective.	Students will research and create a presentation (student choice of format) about one of the rights movements of the 1960s, its methods, and its effectiveness.
A, M, T	Debate should be historically accurate and procedurally correct for Congress, as well as persuasive.	GRASPS Goal/challenge - Debate a fictional joint resolution to recall US troops from Vietnam after the release of the Pentagon Papers Role for student- member of Congress either supporting or opposing a US military withdrawal Audience for student work- the President as Commander-in-Chief Situation - Public debate in the oversight role of Congress Products and performances generated by student- research notes about the military situation in Vietnam pertaining to containment, research notes about the revelations and reliability of the Pentagon Papers, talking points for debate Standards/criteria for judging success- debate talking points are reasonable, based on the historic situation, and are educational and persuasive to others.

A, M, T	Student work should be thorough and analytically effective in identifying the authors' purposes.	OTHER EVIDENCE:  Students will compare and contrast Howard Zinn's chapter on the Vietnam War from <i>A People's History of the United States</i> to the corresponding chapter in the class textbook.
A, M, T	Tests will be graded for accuracy.	Students will complete the unit test including multiple choice, long essay, short answer, and/or document-based essay.

### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
	Pre-assessment will be in the form of a whole class discussion to engage students' interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American history.	
A, M, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Instructor will provide or assist in the selection of primary source documents about the Atomic Age. Students will prepare arguments on the pros and cons of this technology.	Instructor will monitor the construction of argument points for accuracy and relevance.
	Instructor will provide or assist in the selection of primary and secondary source materials about the rights movements of the 1960s. Students will create presentations highlighting the successes and failures of the chosen movement.	Instructor will prompt students to see the ramifications of activism for its time and for the future.
	Instructor will assign GRASPS for in-class/out-of-class completion. Students will prepare to debate the order to withdraw troops.	Instructor will aid students in making their arguments relevant and procedurally-correct.
	Instructor will provide Zinn's chapter on Vietnam and assign Appleby's. Students will read for analysis of both authors' positions.	Instructor will probe student understanding of vocabulary and context to ensure students understand the two chapters.
A, M, T	Instructor will assign chapters 22-28 in <i>US History and Geography</i> . Students will make notes on the chapters for use on quizzes and in class discussion.	Instructor will check reading comprehension through quiz questions and aid students in exploring topics further during class discussion.

## Unit 6: The Reagan Era and Beyond

### Stage 1 Desired Results

Stage 1 Desired Results		
<p>US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.</p> <p>US.His.15.b. Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).</p> <p>US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).</p> <p>US.His.5.c. Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).</p> <p>US.Civ.14.b. Analyze the impact</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>recognize the evolving nature of the American National Identity over time</li> <li>apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</li> <li>apply concepts and systems of economics to participate in a global economy.</li> <li>understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.</li> <li>understand how the movement of peoples both within and to the United States continue to change American society.</li> <li>apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.</li> <li>New developments in science and technology enhanced the U.S. economy and transformed society while manufacturing in the U.S. decreased.</li> <li>The United States population continued to undergo demographic shifts that had significant cultural and political consequences.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>Have the American people decided on the proper role of government or is that still in question?</li> <li>Will the U.S. continue to be a superpower given the globalization of the economy and ever increasing information technology?</li> <li>Should the U.S. government be concerned with growing income inequality within its borders?</li> <li>How can the U.S. protect itself from the growing threat of terror around the world?</li> </ul>

<p>of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).</p>	<ul style="list-style-type: none"> <li>• The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.</li> <li>• Following the attacks on September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.</li> <li>• Political identities of the major parties became more polarized in the 21st century.</li> <li>• Because of the rise of social media, citizens' influence on policy decisions increased in significant ways.</li> </ul>	<p>Are other challenges more important than protecting the US from terror attacks?</p>
<p><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Ronald Reagan's victory in 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.</li> <li>• Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons which contributed to the end of the Cold War.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• What are different ways a student can demonstrate the skills in a given standard?</li> <li>• reading the textbook and taking notes in preparation for quizzes and class discussion.</li> <li>• participating in classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</li> </ul>

	<ul style="list-style-type: none"> <li>● Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth.</li> <li>● After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.</li> <li>● International migration from Latin America and Asia increased dramatically.</li> <li>● Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform to the U.S. financial understanding perspective by participating in a system.</li> <li>● Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviours and networks.</li> <li>● Employment increased in service sectors and decreased in manufacturing sectors as union membership declined.</li> <li>● Real wages stagnated for the working and middle class amid growing economic inequality.</li> </ul>	<ul style="list-style-type: none"> <li>● analyzing primary source documents that support the ideas learned in the textbook and in class. This will require close reading and deconstruction.</li> <li>● deconstructing charts and reading maps to search for evidence to support or dispute claims.</li> <li>● using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</li> <li>● creating a defensible historical argument using primary source evidence through warrants to support claims.</li> <li>● understanding perspective by participating in a roleplay simulation.</li> </ul>
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|--|---|--|
|  | <ul style="list-style-type: none"><li>● Intense political and cultural debates continued over issues such as immigration policy, ethnic diversity, gender roles, and family structures.</li><li>● In the wake of attacks on the World Trade Center and the Pentagon, the U.S. launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.</li><li>● Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.</li><li>● Despite economic and foreign policy challenges, the U.S. continues as the world's leading superpower in the 21st century.</li></ul> |  |
|--|---|--|

Stage 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	Clips should be representative of changes in US politics. Discussion should be inclusive and respectful, as well as argumentatively persuasive.	PERFORMANCE TASK(S):  Students will find and analyze a variety of video clips of Presidents from Reagan to the present to identify changes in American politics (oratory, relations with Congress, etc.). They will lead a class discussion of each.
A, M, T	Debate points should be historically accurate and argumentatively persuasive.	Small groups will debate the actions of the United States in the world arena since September 11th.
A, T	Debate should be historically accurate, procedurally correct for Congress, and persuasive.	GRASPS Goal/challenge- Debate fictitious articles of impeachment against President Reagan following the revelations of the Iran-Contra Scandal Role for student- Member of the House of Representatives Audience for student work- the Senate, who would conduct an impeachment trial, and the American people Situation- oversight and impeachment powers of the Legislative branch Products and performances generated by student- Historical evidence for or against impeachment and debate talking points and performance Standards/criteria for judging success- accuracy of historical evidence and persuasiveness of arguments

A, M, T	Test will be graded for accuracy.	<p>OTHER EVIDENCE:</p> <p>Students will complete the unit test including multiple choice, long essay, short answer, and/or document-based essay.</p>
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## Stage 3 – Learning Plan

Code	Pre-Assessment	
	Pre-assessment will be in the form of a whole class discussion to engage students' interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American history.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M, T	Instructor will supervise the selection of Presidential video clips. Students will review clips to understand changing leadership styles	Instructor will assist in the creation of student-led lessons based on videos.
A, M, T	Instructor will assign US actions to small groups for debate and assign pro/con positions. Students will research primary and secondary sources to prepare their debate talking points.	Instructor will provide and/or assist in the selection of primary and secondary source materials for research. Instructor will oversee the preparation of talking points for relevance and effectiveness.
A, T	Instructor will assign GRASPS for out-of-class/in-class completion. Students will prepare Congressional debate points on fictional impeachment articles.	Instructor will circulate to help ensure debate points are relevant and effective.
A, M, T	Instructor will assign chapters 29-32 in <i>US History and Geography</i> . Students will make reading notes on the chapters for use on quizzes and in class discussion.	Instructor will check reading comprehension through quiz questions and aid students in exploring topics further during class discussions.

## Resources

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

Appleby, Joyce et al. *United States History and Geography*. McGraw-Hill, 2002.

Bailey, Thomas A., and David M. Kennedy. *The American Spirit, Volume II*. D.C Heath, 1987. (Available to view as .pdf at archive.org)

Madaras, Larry, and James M. SoRelle, editors. *Taking Sides: Clashing Views in US History, Volume II*. McGraw-Hill, 2014. (Available to view as .pdf at archive.org)

Riis, Jacob A. *How the Other Half Lives: Studies Among the Tenements of New York*. New York: Charles Scribner's Sons, 1890.

(Available to view as .pdf at archive.org)

Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. Pantheon, 1986. (Available to view as .pdf on archive.org)

Terkel, Studs. *The Good War: An Oral History of World War Two*. Ballantine, 1985. (Available to view as .pdf at archive.org)

Williams, T. Harry, editor. *Selected Writings and Speeches of Abraham Lincoln*. Packard, 1943. (Available to view as .pdf at archive.org)

Zinn, Howard. *A People's History of the United States*. E-Book, HarperCollins.

(<https://files.libcom.org/files/A%20People%27s%20History%20of%20the%20Unite%20-%20Howard%20Zinn.pdf>)

or

<https://www.historyisaweapon.com/innapeopleshistory.html>)

Congressional Web sites: [house.gov](http://house.gov), [senate.gov](http://senate.gov)

Presidential Web site: [whitehouse.gov](http://whitehouse.gov)

Supreme Court Web site: [supremecourt.gov](http://supremecourt.gov)

Legal Information Institute/Cornell Law School/Justia/Chicago-Kent College of Law Supreme Court Web site: [oyez.org](http://oyez.org)

Bill of Rights Institute Web site: [billofrightsinstitute.org](http://billofrightsinstitute.org)

National Constitution Center Web site: [constitutioncenter.org](http://constitutioncenter.org)

*New York Review of Books*: various articles 1960s to present

Web sites of Presidential Libraries



NEW MILFORD PUBLIC SCHOOLS

**EMPLOYMENT REPORT**

Regular Meeting of the Board of Education

New Milford, Connecticut

June 10, 2025- Operations / June 17 BOE Meeting

**CERTIFIED STAFF APPOINTMENTS**

**Kimberly Culkin**

-1.0 Director of Student Services

-Effective Date: July 1, 2025

-Salary \$179,032. Approved on the 4/22/2025 BOE Meeting

Replacing L.Olson who is retiring after 30 years with the district.

**CERTIFIED STAFF RESIGNATIONS**

<b>Ashley Albanese</b> -1.0 Special Education Teacher at LHTC -Effective Date: End of the 2024-2025 School Year -Salary \$68,147 (MA/Step 8). Took a position in another CT District	<b>Mary Erin Haynes</b> -1.0 Music Teacher at HPS -Effective Date: June 14, 2025 -Salary \$55,618 (BA22/Step 3). Leaving due to personal reasons.	<b>Noah Hurlburt</b> -1.0 Science Teacher at NMHS -Effective Date: June 12, 2025 -Salary \$96,723 (MA/Step 15). Took a position in another CT District.	<b>Jennifer Sheaffer</b> -1.0 Inclusion Facilitator at CO -Effective Date: August 20, 2025 -Salary \$96,723 (MA/Step 15). Leaving due to personal reasons
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**CERTIFIED STAFF RETIREMENTS**

**Lisa Tarsa**

-1.0 Guidance Counselor at NES

-Effective Date: End of the 2024-2025 School Year

-Salary \$65,411 (MA/Step 7) after 10 years in the district.

**NON-CERTIFIED STAFF RESIGNATIONS**

<b>Thomas Abatemarco</b> -1.0 Special Education Paraeducator at SNIS -Effective Date: June 11, 2025 -Salary \$18.35 per hour. Took a teaching position in a CT District.	<b>Radhika Jain</b> -1.0 Assistant Principal Secretary at SMS -Effective Date: June 13, 2025 -Salary \$22.17 per hour. Leaving due to personal reasons
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## COACHING STAFF APPOINTMENTS

**Steven Carneiro**

-1.0 Varsity Boys Soccer Coach

-Effective Date: August 18, 2025

-Stipend for Assignment: \$4846. Replacing Louis Pereira who resigned.





## New Milford Enrollment Matrix By School

June 2, 2025

NES	Actual 06/01/23	Proj 24-25	Actual 06/02/25	Variance from the Projection
PK	56	39	60	21
K	139	129	107	-22
1	134	129	134	5
2	128	137	138	1
<b>TOTALS</b>	<b>457</b>	<b>434</b>	<b>439</b>	<b>5</b>

HPS	Actual 06/01/23	Proj 24-25	Actual 06/02/25	Variance from the Projection
PK	48	39	58	19
K	117	121	92	-29
1	120	121	121	0
2	105	115	123	8
<b>TOTALS</b>	<b>390</b>	<b>396</b>	<b>394</b>	<b>-2</b>

PK - 2 TOTAL	Actual 06/01/23	Total Proj 24-25	Actual 06/02/25	Variance from the Projection
PK	104	78	118	40
K	256	250	199	-51
1	254	250	255	5
2	233	252	261	9
<b>TOTALS</b>	<b>847</b>	<b>830</b>	<b>833</b>	<b>3</b>

SNIS	Actual 06/01/23	Proj 24-25	Actual 06/02/25	Variance from the Projection
3	252	252	258	6
4	262	237	233	-4
5	250	258	260	2
<b>TOTALS</b>	<b>764</b>	<b>747</b>	<b>751</b>	<b>4</b>

SMS	Actual 06/01/23	Proj 24-25	Actual 06/02/25	Variance from the Projection
6	281	269	267	-2
7	255	243	244	1
8	286	277	282	5
<b>TOTALS</b>	<b>822</b>	<b>789</b>	<b>793</b>	<b>4</b>

NMHS	Actual 06/01/23	Proj 24-25	Actual 06/02/25	Variance from the Projection
9	293	267	245	-22
10	334	300	303	3
11	302	298	281	-17
12	308	324	316	-8
<b>TOTALS</b>	<b>1237</b>	<b>1189</b>	<b>1145</b>	<b>-44</b>

	Actual 06/01/23	Actual 06/03/24	Proj 24-25	Actual 06/02/25	24-25 Variance from the Projection	Comparison of 6/2024 to 6/2025
PK-2	847	860	830	833	3	-27
SNIS	764	757	747	751	4	-6
SMS	822	774	789	793	4	19
NMHS	1237	1206	1189	1145	-44	-61
<b>TOTALS</b>	<b>3670</b>	<b>3597</b>	<b>3555</b>	<b>3522</b>	<b>-33</b>	<b>-75</b>

LHTC total = 17



Office of Fiscal Services & Operations  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

**Item of Information 4D  
Operations Sub-Committee**

**June 2025**

**TO: Dr. Janet Parlato, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 5, 2025**  
**RE: Excess Cost Update**

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The Special Education Excess Cost grant reimburses school districts for the reasonable costs (tuition plus transportation) of special education for an outplaced student who lives in the district that exceeds 4.5 times the district's average per pupil expenditures for the preceding year.

The first of two payments was received during the month of March 2025 in the amount of \$1,314,255. The second of two payments has been processed in the amount of \$322,555 and is reflected on the Budget Position listing this month. This leaves a shortfall of \$684,910 versus budget.

As mentioned back in April, the State has authorized additional excess cost money to help close the budget gap. H.B. 7163 (passed in March) provides an additional \$40 million of funding in the current fiscal year for the Special Education Excess Cost grant, State-wide, which contains \$362,061 (revised) in funding for New Milford Public Schools. This additional amount is what we could receive on qualified reimbursable expenditures.

This additional funding amount would reduce the shown gap in reimbursement on the Budget Position listing this month, down from \$684,910 short, to only being short by \$322,849. These are all revised numbers using the latest information from the State and replace all numbers previously communicated in my April 2025 memo.

According to the State, payment of these additional funds (\$362,061) will be made prior to the end of the fiscal year on June 30. I will keep you updated on any new developments as they happen.

*Sincerely,*  
*Anthony J. Giovannone*  
*Director of Fiscal Services and Operations*

# **NEW MILFORD PUBLIC SCHOOLS**



## **Facilities Subcommittee Report**

**June 10, 2025**

### **Items for Information and Discussion**

**A. NMHS Gutters**

**B. HPS Canopy**

**C. SMS UST**

**D. Farmhouse Roof RFP**

**E. Central Offices**

Approved Field Trips June 2025								
<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Day(s) of the Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
NMHS	10,11,12	6/3/25	Tuesday	8	1	Italia Mia	1	\$0.00
SMS	8	5/30/25	Friday	5	3	NMHS	0	\$0.00

## JUNE 2025 FUNDRAISING REPORT

DEPT	EVENT	FUNDS USE
<b><u>NMHS</u></b>		
NHS/Class of 2026	Water Sale at Graduation	Senior Scholarships/Senior Activities
Social Studies	Collection of Donation's	Donate to Ann's Place