

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services



Souhegan Cooperative School Board Meeting

Monday, January 28, 2019 – 6:00 PM

(Amended January 28, 2019)

Souhegan High School
412 Boston Post Road
Amherst, NH 03031

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM		
Pledge of Allegiance	6:00 PM		
Public Input	6:05 PM		
Board Conduct	6:10 PM	Discussion	
Superintendent Report	6:15 PM		
Principal's Report	6:30 PM	None	Principal's Report
Public Input	6:35 PM		
Consent Agenda Approval	6:40 PM	1. Approve Minutes of December 17, 2018	12/17/18 Draft Minutes
		2. Approve Minutes of January 9, 2019	01/09/19 Draft Minutes
		3. Approve Treasurer's Report	11/2018 Treasurer's Report
		4. Accept Unanticipated Revenue #1 \$600	Unanticipated Rev. #1
		5. Accept Unanticipated Revenue #2 \$1,500	Unanticipated Rev. #2
FY 18 Audit Presentation	6:45 PM	None <i>Plodzik & Sanderson to present FY 18 Audit Results</i>	
Deeper Learning	6:55 PM	Approval	AP Spanish Lang. & Cult.
			Spanish L 1-4
			Latin
			AP French Lang. & Cult.
			French L 2-4
			ELA Grades 9-12
		<i>Christine Landwehrle, Assistant Superintendent to finish review of new World Language and ELA Curriculum with the board for approval. First review was at the December 17, 2018 Board Meeting.</i>	
School Culture & Climate	7:10 PM	None <i>Principal, Rob Scully to update on Community Council Constitutional Interpretation Committee</i>	CCCIP Presentation

Souhegan Cooperative School Board Meeting (Cont.)

Learner/Student Growth	7:15 PM	None <i>Christine Landwehrle, Assistant Superintendent to update and continue discussion on New Grading System</i>	Grading System Update
Learner Agency	N/A		
Operational Effectiveness	7:30 PM	Continued Deliberative Hearing Preparation <i>Board, Superintendent, & Principal to Finish Deliberative Hearing Preparation</i>	
Non-Public Session	8:30 PM	91- A:3 II (None)	
Meeting Adjourned	8:30 PM		

Future School Board Meeting Dates

Date	Day	Time	Meeting Type	Location
February 4, 2019	Monday	7:00 PM	Deliberative Session	Souhegan Auditorium
February 19, 2019	Tuesday	6:00 PM	Regular	Souhegan
March 12, 2019	Tuesday	6:00 AM to 8:00 PM	Voting	Souhegan Gym
March 25, 2019	Monday	6:00 PM	Regular	Souhegan
April 16, 2019	Tuesday	6:00 PM	Regular	Souhegan
May 28, 2019	Tuesday	6:00 PM	Regular	Souhegan
June 11, 2019	Tuesday	6:00 PM	Regular	Souhegan



Souhegan High School
412 Boston Post Road Amherst, NH
Inspiring Students to Create Futures with No Limits



What's Happening?

Website: <https://www.sau39.org/shs>

Newsletter:

<https://www.sau39.org/cms/lib/NH01912488/Centricity/Domain/539/SHS%20Parent%20Jan.%202011.pdf>

Highlights/Recognitions:

[Arielle Zlotnick](#), US Military Academy in West Point

[Saber Girls Hockey: The Season: New Hampshire High School Sports](#)

College Night/ ["You're Graduating, Now What?"](#)

January 17, 2019

A career and technology expo will be held in the caf caf from 5:45pm to 6:30pm prior to College Night. Students can meet people from NH community colleges, talk to military recruiters, get info on gap year experiences, make contacts with local businesses like LNA Health Careers, BAE, and Hitchner.

Deeper Learning/Operational Effectiveness

Performing Arts

Music Coaches

In an effort to enhance the student experience in music, ensemble coaches are working with students on a bi-weekly basis during period 6 and after-school. This partnership with outside

professionals provides our students access to specialists on instruments including flute, clarinet, drums, trumpet, trombone.

The students experiences a more in depth training on their instruments.

[Coach Biography](#)

Student Agency/Extended Learning Opportunity

Productive Partnership: [Hitchiner Manufacturing](#)

We have established a new partnership with Hitchiner Manufacturing, Last spring, Hitchiner announced a capital investment in the area including construction of a new facility. The addition of new jobs will require the creation of training videos for potential employees. Tim Cotreau, ELO Coordinator and Adam Theriault, video production teacher, worked closely with Hitchiner to design and develop an extended learning opportunity. Students will collaborate with Hitchiner to conceptualize, design and produce training videos.

[ELO Draft](#)

- Learning Goals: Work with a client in a professional setting to develop videos to their Specification.
Consult with client on the creative and technical aspects of producing their vision

Hitchiner has also become known for its investment in education and workforce development. Hitchiner was named the Manufacturing and Business Technology Business of the Year by New Hampshire Business Magazine. The early develop stage of this opportunity suggests a long term collaboration.

Productive Partnership: [Students at the Center Distinguished Fellowship Application Process](#)

Kathy Maddock has been selected for the Students at the Center Distinguished Fellowship. The committee noted a large number of impressive applications this year. Kathy was highly rated by the panel of reviewers. The fellowship begins January 2019 and concludes November 2020.

The Fellowship is supported by our existing partner, [Jobs for the Future](#), who are a research group who has guided our work study practice work.

The Fellowship will support a cadre of emerging and established leaders within the student-centered learning movement, better equipping them to:

- Analyze research in order to apply evidence of what works to student-centered learning policy and practice.
- Translate student-centered learning research for different audiences.
- Produce implementation and communication tools related to student-centered learning, grounded in research, that help everyday practitioners and policymakers use the best available knowledge to create positive measurable outcomes for all students, particularly those least served by our educational institutions.
- Work across a multi-disciplinary network to study and share knowledge of student centered

learning approaches

By receiving this Fellowship, Kathy becomes a member of the student centered learning research collaborative. Fellows will have the unique opportunity to engage with the Collaborative, including new research studies, working closely with youth and senior researchers on current projects, and connecting with eminent scholars in the field of student-centered education.

With the support of JFF, fellows will each create 3-4 field-friendly deliverables to enhance their school's efforts in student agency and student centered learning. This connection will increase Kathy's capacity as a lead teacher in our Assessment for Learning Project currently working with students to re-design our Junior Research Project as well as serve as a trainer for others.

School Culture/Climate

Wellness Day 2019

Pausing as a community to practice self-care and find balance in a world that can sometimes feel chaotic and overwhelming.

Wellness Day 2019 is an opportunity to talk about ways we can find balance and support each other in creating a sense of well-being in our daily lives. It's about fostering self-care and creating an environment where we support ourselves, each other, and empower the community toward health and a commitment to balance. It's about creating a culture of care and safety where we can feel confident and secure in being exactly who we are.

On January 25, 2019, Souhegan High School will pause from our daily class schedule to engage in activities and conversation geared toward self-care, balance and creating a safe, secure community.

The day will include a viewing of [Angst](#) followed by advisory discussions. Additionally, students will attend a variety of activities designed to foster mindfulness, inspire movement and promote relaxation strategies.

[#WD2019 Community Letter.docx](#)

1 Souhegan Cooperative School Board

2 Monday, December 17th, 2018

3 Meeting Minutes – Not Approved

4 Administrative Team: Adam Steel- Associate Superintendent/Business Administrator, Christine
5 Landwehrle-Assistant Superintendent, and Rob Scully- Principal SHS.

6 Souhegan Cooperative School Board: Jim Manning- Chair, Pim Grondstra- Vice Chair, Steve
7 Coughlan- Secretary, Dwayne Purvis, David Chen, Amy Facey, Howard Brown

8 Public: Lynn Copeland, Amherst NH.

9 Minute Taker: Danae Marotta

10 I. Call to Order

11 **Chair, Mr. Jim Manning called the meeting to order at 6:00PM.**

12 II. Public Input

13 None

14 III. Consent Agenda

15 **Mr. Steve Coughlan motioned to approve the Consent Agenda items 1. November 26th 2018**
16 **Draft Minutes. Ms. Amy Facey seconded the motion. The vote was unanimous, motion**
17 **passed.**

18 IV. Deeper Learning

19 Assistant Superintendent, Ms. Christine Landwehrle discussed that there is information in the
20 packet on World Language and ELA Grades 9-12 for the Board to review.

21 She further discussed that they have been working with a consultant for a few years to revamp
22 the World Language Department and how it relates to Mastery Learning. There has been
23 two/three years' worth of work. Both the French and the Spanish courses are aligned and built
24 off the same themes and standards. The AP curriculum is also included in there.

25 With English, they have been working every single summer. There have been so many changes
26 with books and how to realign assessments. They also did a revision this summer.

27 She concluded by stating that she will be looking for Board approval next month and will be
28 happy to answer any questions.

29 Mr. Chen asked about AP Spanish and French.

30 Ms. Landwehrle replied that it was a change with AP Language and Culture. You are learning
31 about the culture as well as the language. They did a major revision a few years ago.

32 Mr. Chen remarked with Spanish it is very diverse.

33 Ms. Landwehrle replied, it is more of a sampling. She then explained that she has a student that
34 is focusing on Spain.

35 Mr. Chen asked about the AP exam.

36 Ms. Landwehrle added that World Language Teacher, Ms. Kathleen Desmond, has scored the
37 AP Spanish exam.

38 Mr. Chen remarked that the same would be true for French.

39 Ms. Landwehrle added that she will reach out to Ms. Desmond and get back to the Board next
40 month.

41 Ms. Facey asked about ELA and Ethics.

42 Ms. Landwehrle replied that Writing Coordinator, Ms. Jeanne Sturges, took the lead on
43 revamping this. She has worked really hard with the teachers on the standards and alignment.

44 Discussion ensued.

45 Mr. Coughlan asked how does this related to the larger view of World Language K-12.

46 Ms. Landwehrle replied that she needs to reexamine the larger picture of the curriculum review
47 since this summer. She will be happy to bring back a more comprehensive 5-year plan.

48 Mr. Coughlan asked about alignment K-8 to the High School.

49 Ms. Landwehrle replied, in many cases, yes. She discussed that they are K-12 competencies.

50 Mr. Chen noted that ASD Board Member Mr. John Glover had mentioned to him that they were
51 talking about implementing World Language K-8.

52 Ms. Landwehrle added that they have the MVVS has Spanish once every 6 days for 40 min.
53 Research around world language shows that students need it every day. She explained that she
54 wouldn't want to put a world language in place just to say that they have it. She would also want
55 to work closely with the HS. Additionally, the 6th, 7th and 8th grades do get SHS Spanish I.

56 He then asked about the specificity of the questions.

57 Ms. Landwehrle replied that she will double check and get back to him.

58 Mr. Chen asked about the scoring with distinctions and an honors.

59 Ms. Landwehrle replied that it is called Honors Challenge. You will see an "H" near the course
60 on the transcript.

61 Mr. Chen asked about the grade point average.

62 Ms. Landwehrle replied that a "3" is meeting standards and a "4" is going above. Community
63 Council is also looking at weighted grades and GPA.

64 Mr. Coughlan asked about curriculum and scope and sequence.

65 Ms. Landwehrle explained that they use the Understanding by Design Frame.
 66 Mr. Coughlan noted that the materials can have a big budget implication.
 67 Ms. Landwehrle noted that they budget for novels for English and they have a pretty extensive
 68 collection and sometimes they will pull out a novel from their collection.
 69 Superintendent Steel remarked that this will be on the next Consent Agenda for their approval.
 70 Ms. Landwehrle added that she will be happy to answer more questions.
 71 The Board thanked Ms. Landwehrle.

72 V. School Culture and Climate

73 None

74 VI. Learner/Student Growth

75 None

76 VII. Learner Agency

77 None

78 VIII. Operational Effectiveness

79 Superintendent Steel discussed that the total budget is up \$5,551.00 from last year and the
 80 purpose of this meeting is to discuss the default and proposed budget.

81 He then asked the Board for their thoughts.

82 Mr. Chen replied that he would like to see the individual sections.

83 He then asked about the projected CCP.

84 Superintendent Steel replied that it is projected to be \$21,500, this year is projected to be
 85 \$21,000. Last year's final, CCP was \$19,715.

86 1. Special Education

87 He noted that the two places that they are up in the budget are Special Education and Health
 88 Insurance.

89 Mr. Chen asked about the increase in the Special Ed budget. He then asked about the added
 90 Reading Specialist and the out of district placements decreasing significantly.

91 Superintendent Steel explained that they have created a program at the HS for the students that
 92 have matriculated from the middle school. It is cost effective and better for the students.

93 Mr. Steel added that the program at the middle school is at capacity.

94 Mr. Chen commented that Director of Student Services, Ms. Meg Beauchamp's plan was
 95 credible.

- 96 He then asked where does it show the revenue.
- 97 Mr. Steel explained that the MS 26 will show the expenditure side and an estimated revenue side.
- 98 Mr. Coughlan reminded the Board that the programs are better for students but do take up space.
- 99 They might have a space problem in the future.
- 100 Discussion ensued.
- 101 Mr. Purvis asked about the Annex.
- 102 Principal Mr. Rob Scully replied that the Annex was a response.
- 103 Mr. Purvis asked regarding the revenue, is that considered anticipated or unanticipated.
- 104 Mr. Steel replied, it is anticipated, in that they put it on the MS 26 and then the MS 24 in the fall.
- 105 The revenue does help them.
- 106 He then asked if the Board had any further questions regarding the Special Ed section.
- 107 The Board had no further questions.
- 108 2. Athletics.
- 109 Mr. Grondstra remarked that that there were ups and downs in both directions.
- 110 Mr. Chen asked about having fewer teams.
- 111 Mr. Grondstra replied, no they might have more teams because there is greater interest.
- 112 He then commented that Athletic Training has gone up. He added that she does a really good job.
- 113 The cost of refs and software, Neptune, has increased.
- 114 Mr. Chen asked about raising money from the athletic field to replace for the replacement
- 115 athletic field. He then asked about the solutions for raising the money.
- 116 Mr. Grondstra replied that it is important and a great topic but not relevant to the current budget.
- 117 Mr. Manning replied that after the holidays, they are going to sit and talk about where the field
- 118 utilization has been. Athletic Director, Mr. Dan Wyborney, has some good ideas.
- 119 Discussion ensued.
- 120 Mr. Chen asked about utilization and the budget.
- 121 Superintendent Steel added that it would have to be from the Capital Reserve Fund.
- 122 Mr. Purvis asked about the percentage of athletics and co-curricular activities. He then asked
- 123 how much has been saved from the maintenance of the turf field rather than a grass field. There
- 124 should be something said about the savings.
- 125 Mr. Chen agreed that there was a savings on maintenance.
- 126 Mr. Manning commented on the benefit to the Town.

127 Mr. Purvis noted that it might be helpful to point that out to the public.

128 Mr. Manning asked if there were any questions regarding the Athletic section.

129 The Board had no further questions.

130 3. Administration.

131 Ms. Facey remarked that it is really just salaries, benefits and NH retirement.

132 Mr. Purvis asked about the .5 for the Dean of Students, if it was temporary.

133 Principal Scully noted that they are going to maintain at a .5.

134 Mr. Purvis asked about predictions on space.

135 Mr. Steel clarified that he doesn't see a space issue, it is still declining but not as steep as
136 projected.

137 Mr. Chen asked about the capacity of the school, less the Annex. He remembered that it was
138 built for 750 students.

139 Mr. Steel discussed efficiency in schools.

140 Mr. Brown noted that 1,045 was reported to the DOE in 2006.

141 Mr. Chen asked Superintendent Steel about room in the main building. Is there anyway to make
142 the Annex available to relieve the space crunch that is coming through at some point.

143 Mr. Steel replied that consolidation between the AMS and SHS would help solve that.

144 Ms. Facey added that is the conversation that they have been having. If they consolidated with
145 AMS they can share facilities as well as staff. If population at the middle school is greater, and
146 the population at the high school is lower, they will be able to share facilities and staff. They will
147 be able to move staff between districts.

148 Ms. Landwehrle explained that there are some teachers that have that type of certification.

149 Mr. Manning commented on salaries.

150 Mr. Brown added that they also need to look at the State average.

151 Ms. Facey noted that they don't want to do it this year, but should consider the retirement
152 incentive. She suggested having a balanced amount of seasoned teachers.

153 Mr. Coughlan remarked that it is not the best long term solution.

154 Ms. Facey added that it is important to have a balance.

155 Mr. Manning noted that it is important for them to have this discussion.

156 Mr. Purvis asked about the staffing levels.

157 4. Technology

158 Mr. Brown added that next year will be the 4th year for supplying laptops. He then reviewed the
159 other costs.

160 Mr. Chen asked about the cost of the insurance for the laptops.

161 Principal Scully replied, the laptop insurance is \$75 and seems to be working.

162 Mr. Brown added that all in all it is going well and the teachers are happy with the way that it is
163 going. They have asked the teachers for a run down on the positives of having laptops.

164 Mr. Chen asked about the Bean Foundation and believes they would be able to help them.

165 Principal Scully replied that they had wrote it a while ago and he will be happy to revisit that
166 with him.

167 Mr. Brown added that you can't say SAU wide because the Bean Foundation is for Manchester
168 and Amherst.

169 Mr. Chen remarked that he spoke with Technology Teacher, Mr. John Ranta, and the laptops that
170 the students have are not useful for some classes.

171 Mr. Steel discussed that is true with Coding and Graphic Arts but they also have computer labs.

172 Mr. Chen added that his point was that he was concerned that the seniors need the higher end
173 computers.

174 Mr. Purvis asked about the virtual machine option and if that was available now.

175 Mr. Steel replied that they do have the virtual infrastructure in place.

176 5. Facilities

177 Mr. Manning noted that the facilities budget is down \$125,000. There are things that are simply
178 not in this budget. First, there was \$150,000 in previous design fees. There were some things that
179 were up, furniture and fixtures. Most of the big reductions were due to last year's cost, mainly
180 due to security.

181 Mr. Brown asked if they identified anything major coming forward.

182 Mr. Manning replied that Souhegan 2.0 is the biggest expense.

183 Mr. Chen asked if Souhegan 2.0 was going to be a warrant article.

184 Superintendent Steel explained that Souhegan 2.0 was on hold.

185 Mr. Chen suggested that there is a lot in the 2.0 project that they can get done.

186 Mr. Steel explained that he will give them a list. The MV Board has developed a strategy for
187 facilities.

188 Mr. Purvis commented he thought that SHS student, Ms. Paige Castell, had come up with a
189 beautification plan and what she was proposing was no cost.

190 Mr. Steel replied that she had an original concept and then security was the big thing that got
191 tacked on. He added that he understands what he is saying.

192 Mr. Manning replied that they do not have a cost yet.

193 Mr. Steel noted that they will have it soon. Ms. Castell did research on acoustic separation, air
194 quality and lighting.

195 Principal Scully explained that she has realized that her initial efforts have dovetailed into a
196 bigger project.

197 Ms. Facey asked about security measures in the budget.

198 Mr. Steel discussed that there is nothing in this budget relating to security. They have funded it
199 through a grant and last year's money. There are quite a few changes and he feels comfortable
200 with waiting to have it all combined.

201 6. Food Service

202 Mr. Coughlan explained that Food Service is designed to be a separate account which is
203 supposed to break even. The stuff that they buy and then sell to the students and then the other
204 challenge is with staffing. The State does not like it when the school makes money, the taxpayers
205 don't like subsidizing the loss. At of the time they had the meeting, about a month ago, they were
206 17% short on revenue. They expect to lose about \$10,000 this year. Basically, the goal is the
207 break even and they may have to subsidize. The \$10,000 anticipated loss this year goes into next
208 year's budget.

209 Mr. Purvis asked if they were at a loss last year.

210 Mr. Coughlan replied, yes.

211 Mr. Purvis asked why.

212 Mr. Coughlan replied that schedule changes have caused students to purchase less and they have
213 less time to eat. You can try to reduce prep costs and have fewer staff.

214 Principal Scully replied that they are going to keep looking at it and plugging away, but they did
215 not shorten the lunch.

216 Mr. Brown asked about the thought of preparing meals to be sold to the staff after.

217 Mr. Coughlan noted that it would help and they hope to extend it to the ASD staff as well.

218 7. Transportation

219 Mr. Coughlan remarked that the overall Transportation budget was down. One thing is that the
220 athletic transportation is up \$22,000. He noted that it is being budgeted for more realistic
221 manner.

222 Mr. Manning asked why it was under budgeted.

223 Mr. Coughlan added that there is a severe shortage of afterschool transportation. They are then
224 looking at a wider radius for bussing.

225 Mr. Chen asked about the Caring Hands contract.

226 Mr. Coughlan replied that this includes savings, they have to ratify the contract at the SAU
227 meeting on Thursday (12/20/18).

228 Curriculum

229 Mr. Purvis noted that the rep for the AFC was Ms. Lisa Eastland. He explained that she reviewed
230 the budget carefully looking for savings in, supplies etc. She then pointed out that the savings
231 would have to come from staffing.

232 He went on to discuss that the employee cost to the budget is roughly 2/3rds. Employee cost is
233 almost 90% of the amount of \$7,332,162.

234 He then noted that he had created a spreadsheet to determine their overall ratio. They are looking
235 at 80 to 1 ratio. He then asked how do they bring in their staffing levels in line with what they
236 propose.

237 Superintendent Steel discussed that Mr. Purvis had analyzed the Master Schedule and gave some
238 suggestions. He added that he then shared that information with Principal Scully.

239 Mr. Steel further explained that he reduced two staff in order to be more efficient with declining
240 enrollment.

241 Principal Scully added that they looked at Mr. Purvis's analysis. They then went through and
242 came up with an 81.3 to 1 ratio. It does include, Independent Studies and Advisory.

243 Mr. Chen asked when did they include Advisory.

244 Principal Scully replied that they had been doing that since he has been here.

245 Ms. Facey asked about the new teacher policy.

246 Mr. Coughlan replied that they explicitly say there are two elements, 4 classes and Advisory.

247 Mr. Purvis asked what is the max number.

248 Discussion ensued.

249 Ms. Facey added that it was originally 4, then went to 4.3 then went to 4.8.

250 Mr. Brown remarked that he had thought if teachers had over 110, there was a compensation. He
251 then asked if anyone got that compensation.

252 Mr. Purvis replied, no.

253 Mr. Coughlan noted that the design load for number students is 90, if you go over you get extra
254 planning days. The 5% extra has applied to 1, but not this year.

255 Mr. Steel noted that the enrollment is essentially the same, from this year to next, and he is still
256 comfortable with the budget as it is. He then asked what additional reductions are they looking to
257 make.

258 Mr. Purvis asked about the Coaches and Reading Specialist and if they are permanent.

259 Principal Scully explained that the coaches are more important now.

260 Mr. Manning commented on the number of staff that they have relative to the budget. He
261 suggested that they have further discussion.

262 Mr. Brown asked if he is counting everyone that they have at the school. He would like to
263 compare year to year and if it is the same data.

264 Mr. Scully replied that he might be missing the cafeteria workers, etc.

265 Superintendent Steel remarked that they are very transparent.

266 Principal Scully added that he the numbers are right there and easy to find.

267 Mr. Chen commented that back when the school was designed there were no coaches. It appears
268 to him that the numbers have crept up over the years.

269 Superintendent Steel then asked if they are ok with the budget as presented.

270 Mr. Chen replied, no, it includes Advisory which was never done before.

271 Mr. Steel then asked what they would be comfortable with.

272 Discussion ensued.

273 Superintendent Steel noted that he picked 2 positions, they have redone the schedule, and wanted
274 to give the Administration time to adjust.

275 Mr. Purvis noted that the numbers haven't changed, he then suggested that they take a close look
276 at it.

277 Mr. Steel asked Mr. Purvis what his position is for this budget cycle.

278 Mr. Purvis replied, he would be comfortable with a reduction of 4.

279 Superintendent Steel stated that whatever the Board puts forward they will make work and do
280 everything that they can to support the kids. His approach was two, but to Chair, Mr. Manning's
281 point, the key is to walk out with 7-0 vote. He then added that the budget is flat.

282 Mr. Coughlan noted that sometime in the future they will need to reduce the number of staff. He
283 then asked where would the cuts come from.

284 Ms. Landwehrle added that with labs they can't have over 24 students.

285 Mr. Coughlan remarked that he foresees it as a circle.

286 Mr. Grondstra mentioned that now may be the time to think about the incentivized retirement.
287 That is a thought if they want to go in that direction.

288 Ms. Facey added that it is worthwhile to think about the retirement incentive. A lot of the staff
289 has been there a long time and may retire. She is concerned with losing some of the more
290 advanced classes.

291 She then remarked that she is in support for Superintendent Steel's recommendations.

292 Mr. Purvis remarked that they need to talk to the PPC Representative. Additionally, they are a
293 public school and he is asking them to go back and take a closer look.

294 Mr. Manning asked what are they trying to fix.

295 Mr. Purvis noted that in college as a freshman there are course limits.

296 Ms. Facey asked if they need a review of program of studies.

297 Mr. Steel noted that they completed a couple of steps with mastery based educational school,
298 when they talk about the Program of Studies, it would be short sighted to do that now. They need
299 to make the system more efficient in the meantime.

300 Mr. Scully replied that they have been looking at the program of studies and they have looked at
301 the department coordinators and all things considered, it is a lot more efficient.

302 Mr. Chen added that the program of studies doesn't have to change at all.

303 Ms. Facey added that some are in the early stages and she hopes that they would be tolerant of
304 that. She would not be in favor of cutting the high level classes.

305 Mr. Chen asked then who decides.

306 Superintendent Steel replied, ultimately he decides within Board Policy.

307 Mr. Coughlan added that coaches do help students.

308 Ms. Landwehrle explained that if you remove the coaches, then you are losing significant
309 curriculum development and support.

310 Mr. Manning asked about what would happen if they did not run classes with less than 10
311 students.

312 Mr. Steel replied that there would be some AP courses that would not be offered.

313 Mr. Purvis added that there are 17 classes less than 10 students and 48 classes with less than 15.

314 Mr. Brown added that they were supposed to this work in June.

315 Mr. Manning added that he would like to do a straw vote to see where everyone is. Mr.
316 Coughlan- supports the current budget, Mr. Grondstra-supports the current budget with the
317 caveat with reducing the number of classes with 10 or less, Mr. Brown- supports a reduction of 4
318 staff, Mr. Purvis- supports a reduction of 4 staff, Mr. Chen- supports a reduction of 4 staff, Ms.

319 Facey- supports the current budget with the caveat with reducing the number of classes with 10
 320 or less, Mr. Manning- supports the current budget with the caveat with reducing the number of
 321 classes with 10 or less.

322 Ms. Facey mentioned that she would be not be in favor of cutting AP classes.

323 Mr. Brown added that it doesn't have to be teachers, just staff.

324 Mr. Coughlan noted that there is a difference between professional staff and support staff.

325 IX. Public Input

326 Ms. Lyn Copeland, Amherst NH, commented that they want the best education for less than what
 327 is being spent now. She added that Hollis is a high achieving school and should look to them.

328 She further explained that there is a huge disconnect with communication, and emphasized there
 329 has to be cuts. At some point the taxpayers are angry, it seems like there are they are making
 330 decisions and feeling that they are not listening. She added that they need to hear from the
 331 taxpayers.

332 **The Board took a 5 min recess at 8:55PM**

333 **The Board resumed at 9:00PM**

334 Mr. Manning noted that he has spoken with Ms. Landwehrle and that there are students with
 335 significant needs.

336 Ms. Landwehrle clarified by discussing that they are getting a lot of students that were either
 337 homeschooled or from other states and are years behind and need significant support. They do
 338 not need an IEP and are not learning disabled, just are not where their students are. They are
 339 needing math and reading support. Their needs are just growing and growing, and it impacts the
 340 big picture.

341 Mr. Manning asked if they can compromise on three reductions.

342 Mr. Brown gave his support with three.

343 Mr. Chen added that he is not happy, but ok with three. He would like them to keep evaluating
 344 this.

345 Ms. Facey remarked that it is important to hear Ms. Copeland's comment. They need to keep in
 346 mind the parents that have kids in the AP classes might not have that same opinion. There are
 347 choices right now, at some point there won't be. Two is a good number but she can go to three.
 348 She then suggested that they look at administrative positions.

349 Mr. Grondstra added that they are moving in the right direction in far as exploring the staffing
 350 needs of the school. They need to look at those classes that are 10 and under. He can support the
 351 three for now. This conversation needs to evolve to support the taxpayer and the students.

352 Mr. Coughlan commented that he would support a reduction of three.

353 Mr. Manning thanked the Board for the discussion.

354 Discussion ensued.

355 Ms. Facey added that it was her preference to stay with Superintendent Steel's recommendation
356 but she would go with three.

357 Mr. Manning noted that he would like to take a second vote.

358 **Mr. Jim Manning motioned to accept the default budget of \$18, 070,534 and a proposed**
359 **budget of \$18,098,289. Ms. Amy Facey seconded the motion. 6 in favor 1 opposed. Motion**
360 **passed. Mr. Dwayne Purvis opposed.**

361 Mr. Coughlan added that he would like to put a warrant article on for 2.0 and leave it open.

362 Superintendent Steel explained that the PH will become a bond hearing. There are facility
363 projects that need to happen in both districts.

364 Ms. Facey agreed that there needs to be a consistent tax rate.

365 X. Non-Public Session

366 **Mr. David Chen motioned to enter into Non-Public Session RSA 91- A:3 II (a) at 9:30PM.**
367 **Mr. Howard Brown seconded the motion. The vote was unanimous, motion passed.**

368 Mr. Manning called a Roll Call:

369 Manning-Yes, Grondstra-Yes, Coughlan-Yes, Facey-Yes, Chen-Yes, Brown-Yes, Purvis-yes

370 **Motion to Leave Non-Public Session by Amy Facey and Seconded by David Chen. Motion**
371 **unanimously passed. Public Session reconvened at 9:32PM.**

372 **Meeting adjourned at 9:32PM with motion by Amy Facey and seconded by David Chen.**
373 **Motion passed.**

1 Souhegan Cooperative School Board Meeting

2 Wednesday, January 9, 2019

3 Public Hearing and Meeting- Not Approved

4

5 Administrative Team: Superintendent- Adam Steel, Christine Landwehrle- Assistant
6 Superintendent, Principal- Rob Scully.

7 Souhegan Cooperative School Board- Jim Manning- Chair, Steve Coughlan- Secretary, Dwayne
8 Purvis (via phone), Howard Brown and Amy Facey.

9 I. Call to Order:

10 **Chair Mr. Jim Manning called the meeting to order at 5:32PM**

11 II. Default Budget Discussion

12 Superintendent, Mr. Adam Steel, asked Mr. Purvis if he was alone and if it was unreasonable for
13 him to be here.

14 Mr. Purvis replied, yes to both questions, and noted that he was traveling on business.

15 Mr. Steel remarked that the last motion has led to some confusion and they will be having a
16 second vote on the default budget.

17 He further explained that the default budget can change, although, must be disclosed at the
18 Public Hearing. It can change up until the ballots are printed. The default budget calculation that
19 was voted on was in the budget spreadsheet for several months now and reflects the similar
20 process that the Board has used in previous years.

21 One-time items have been removed and with annualized contracts, the increases can no longer be
22 carried in the default. They will have to pay those increases regardless with which ever budget
23 they end up with.

24 He will be happy answer any questions.

25 Mr. Chen asked if he changed the regular budget to reflect the increases.

26 Mr. Steel, replied yes, that there is a difference between the two, in the amount of \$27,000.

27 Mr. Chen asked about the current budget in regards to the default.

28 Mr. Steel replied that the default is lower.

29 Mr. Chen asked about the future, with signing multi-year contracts.

30 Superintendent Steel mentioned that the multi-year increases will not be in the default. That is
31 the problem.

32 Ms. Facey agreed that it doesn't make sense.

33

34 Mr. Steel, replied that they cannot put bus transportation on a warrant article. There was
35 testimony in that they want the default budgets to be lower.

36 Mr. Chen commented that the law can be changed.

37 **Mr. Steve Coughlan motioned to accept the default budget as presented in the amount of**
38 **\$18, 070, 534. Ms. Amy Facey seconded the motion. The vote was unanimous. Motion**
39 **passed. (5-0).**

40 **Mr. Manning Called a Roll call: Manning-Yes, Coughlan-Yes, Chen-Yes, Facey- Yes,**
41 **Brown-Yes and Purvis-Yes.**

42 Mr. Purvis asked if the reduction was solely the bus contract.

43 Mr. Steel replied, no.

44 Mr. Chen asked when will they find out the exact number between now and April, 1st 2019.

45 Superintendent Steel replied that they can do it sooner but would opt not to. He added that there
46 is a process internally.

47 He then noted that he has received several resignations for June 2020. All of them have
48 compensation, and payouts will come out this year FY 18/19 and then next year FY 19/20. It is
49 their sick day payout and a small monetary amount that they are owed due to contract.

50 **Mr. Steve Coughlan motioned to accept the resignations of Ms. Jackie Bower, Ms. Pamela**
51 **Smith, Mr. Mike Beliveau, and Ms. Martha Rives, effective June of 2020. Mr. Howard**
52 **Brown seconded the motion. The vote was unanimous, motion passed.**

53 **Mr. Manning Called a Roll call: Manning-Yes, Coughlan-Yes, Chen-Yes, Facey- Yes,**
54 **Brown-Yes and Purvis-Yes.**

55 Ms. Facey asked about any interest in looking at early retirement incentive.

56 Mr. Steel replied that they are looking at it and will get back to them.

57 Mr. Manning added that he talked to Chair of the SCSD AFC Committee, Mr. Martin Goulet,
58 today and they may not have a unanimous vote.

59 Mr. Steel asked if they were going to meet after the Public Hearing.

60 Mr. Manning replied, yes.

61 III. Recess of the Regular Meeting

62 **The Board recessed at 5:55PM.**

63 IV. Open Public Hearing

64 **Chairman Mr. Jim Manning opened the Public Hearing at 6:00 PM.**

65 He then introduced Superintendent of Schools, Mr. Adam Steel.

66 Superintendent Steel then introduced the Board.

67 The purpose of tonight's meeting is to go over the budget and let the public know what they
68 intend to bring to the Deliberative Session and then for voting on March 12th 2019. After
69 tonight's hearing and public input, the Board can lower the Budget but not raise it.

70 First, we have a high performing high school. Currently, we are ranked as the #7 Highest High
71 School in the State on NH according to *US News and World Report*. We use the NWEA, which
72 is a globally ranked assessment. Through this chart, you can see where we perform, and the
73 scores are substantially above average.

74 What matters most is how each student grows as an individual student. They rely on growth data
75 as a key metric. This is a chart showing their NWEA Students hitting growth targets.

76 Superintendent Steel then reviewed what attributes employers are looking for from the World
77 Economic Forum. He then emphasized that these are things that are imbedded in their culture at
78 SHS.

79 He then reviewed Strategic Planning, and building blocks of strategies. A lot of what they do on
80 a daily basis revolves around two key concepts, Deeper Learning and the Relationship that they
81 build with their students.

82 Next, he reviewed areas of immediate focus. First, Standards Based Grading Implantation,
83 Advisory redesign (to support other strategies), SAU-wide strategic planning process (with the
84 org. Battelle for Kids starting January 16th 2019) and finally, Joint Facilities Planning. These are
85 the 4 key areas that they will hear about most. The strategic planning process will be complete at
86 the end of the school year.

87 He finalized his comments by adding that he will go into further detail at the Deliberative
88 Session on Monday, February 4th 2019 at 7PM.

89 He then turned the presentation over to Chairman Mr. Jim Manning.

90 Mr. Manning then explained that this is not a strategic budget year, but more of a maintenance
91 budget year. He wants people to be mindful of that. There are a lot of people involved that put
92 this budget together. He then thanked Mr. Martin Goulet and the members of the SCSD Ways
93 and Means Committee to help them put together a fiscally responsible budget for the Amherst
94 and Mont Vernon towns.

95 He then read Article #2, as written, on the March ballot.

96 *"Shall the Souhegan Cooperative School District raise and appropriate as an operating budget,*
97 *not including appropriations by special warrant articles and other appropriations voted*
98 *separately, the amounts set forth on the budget posted with the warrant or as amended by vote of*
99 *the first session, for the purposes set forth therein, totaling eighteen million, ninety-eight*
100 *thousand, two hundred and eighty-nine dollars (\$18,098,289)? Should this article be defeated,*
101 *the default budget shall be eighteen million, seventy thousand, five hundred and thirty-four*

102 dollars (\$18,070,534), which is the same as last year, with certain adjustments required by
 103 previous action of the Souhegan Cooperative School District or by law; or the governing body
 104 may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of
 105 a revised operating budget only?" Majority vote required.

106 He further explained that the overall budget is going down by \$289,000. Special Education is up
 107 \$215,000 and there is a net reduction by \$73,000.

108 He then reviewed the budget by AFC Sub-Committee, clarifying that each Board Member gets
 109 assigned to a section. If you see, most of the budget is being decreased. The big driver is Special
 110 Education at a 6.25% increase. If you look at the ASD side of the SAU #39, they used to
 111 outsource some of their Special Education and by bringing them back in-house it reflects the
 112 migration of the ASD students to SHS.

113 Additionally, enrollment has been trending steadily down. They were predicted to have 739 and
 114 have 740, so they are right on target. Enrollment of 736 is projected for FY20, they will then see
 115 decreases until an increase in FY 26/FY 27. They are trying to improve quality and improve
 116 fiscal discipline at a time when they will see fluctuations in enrollment. They are thinking about
 117 managing those cycles.

118 He then reviewed the Cost Per Pupil. If you look at FY 19/20, they are not yet at the State
 119 average due to a lot of fixed costs, teacher salaries and benefits.

120 He then reviewed the Position Changes: Add: Special Education Case Manager, Special
 121 Education Behavior Specialist, Special Education Instructional Assistants. They then removed
 122 three positions to offset those additions.

123 He then reviewed the Budget Calculation, if the budget does not pass they will have a short fall
 124 of \$27,755.

125 He then asked the SCSD Advisory Finance Committee if they had any comments.

126 Mr. Martin Goulet remarked that the SCSD AFC has nothing to add at this time.

127 V. Public Comment

128 No Public Comment

129 VI. Adjourn Public Hearing

130 **Mr. Manning thanked the public for their attendance and closed the Public Hearing at**
 131 **6:26PM**

132 VII. Back to Order

133 **The Board resumed Public Session at 6:29PM**

134 **Mr. Steve Coughlan motioned to approve Article #2. "Shall the Souhegan Cooperative**
 135 **School District raise and appropriate as an operating budget, not including appropriations by**
 136 **special warrant articles and other appropriations voted separately, the amounts set forth on**

137 the budget posted with the warrant or as amended by vote of the first session, for the purposes
138 set forth therein, totaling eighteen million, ninety-eight thousand, two hundred and eighty-
139 nine dollars (\$18,098,289)? Should this article be defeated, the default budget shall be
140 eighteen million, seventy thousand, five hundred and thirty-four dollars (\$18,070,534), which
141 is the same as last year, with certain adjustments required by previous action of the Souhegan
142 Cooperative School District or by law; or the governing body may hold one special meeting, in
143 accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget
144 only?" Majority vote required. Ms. Amy Facey seconded the motion. The vote was
145 unanimous, motion passed. (5-0)

146 VIII. Meeting Adjourned

147 Mr. Steve Coughlan motioned to adjourn the meeting at 6:31PM. Ms. Amy Facey seconded
148 the motion. The vote was unanimous, motion passed.

Souhegan Cooperative School District Treasurer Report November-2018

Souhegan Cooperative School District		
Monthly Report of the Treasurer		
as of 11/30/2018		
Cash on hand	11/1/2018	\$1,707,684.90
Deposits		\$1,655,309.61
AP-PR		(\$1,463,160.17)
Balance on hand	11/30/2018	\$1,899,834.34

Capital Checking		
as of 11/30/2018		
Cash on hand	11/1/2018	\$8,054.30
Deposits		\$8,903.08
AP-PR		\$0.00
Balance on hand	11/30/2018	\$16,957.38

Field Maintenance Checking		
as of 11/30/2018		
Cash on hand	11/1/2018	\$21,414.72
Deposits		\$0.00
AP-PR		\$0.00
Balance on hand	11/30/2018	\$21,414.72

Souhegan Cooperative School District
 Monthly Reconciliation Report
 Combined Accounts

	Peoples United *1925 Cash Management	Peoples United *9527 Municipal Checking	Peoples United *5661 Municipal Savings	TOTAL
November-18				
11/30/2018	\$105,589.49	\$68,000.00	\$2,320,173.56	\$2,493,763.05
Outstanding Checks: (subtract)				
a) Accounts Payable		\$(164,463.99)		
b) Payroll		\$(429,464.72)		
c) Payroll Direct Deposit & IRS				
Total Outstanding		\$(593,928.71)		\$(593,928.71)
Reconciled Book Balance				\$1,899,834.34
Balance from Treasurer's Journal				\$1,899,834.34
				\$-00.00

**Souhegan Cooperative School District
Treasurer's Cash Journal**

Date	Deposits Description	Amount	Deposit Total	Date	Expenditures Description	Amount	Balance
11/1/2018	Beginning Balance						\$1,707,684.90
11/1/2018	Town of Amherst	\$1,051,040.00	\$1,051,040.00	11/1/2018	Payroll IRS pp9 v6078	(\$37,732.45)	\$2,720,992.45
11/1/2018	State of NH Adequate Ed	\$331,213.00	\$331,213.00	11/2/2018	Payroll IRS pp9.1 v6081	(\$128.76)	\$3,052,076.69
11/2/2018	State of NH Project Reimbursement	\$1,043.95	\$1,043.95	11/2/2018	Payroll 457 pp9 v6077	(\$3,889.30)	\$3,049,231.34
11/14/2018	State of NH DOE USDA Meal Programs	\$1,983.16	\$1,983.16	11/6/2018	Payroll 403b refund pp9 v6082	\$1,763.93	\$3,052,978.43
				11/13/2018	Payroll Direct Deposit pp10 v6083	(\$232,903.00)	\$2,820,075.43
11/5/2018	Deposit: SAU39	\$141.95	\$141.95	11/13/2018	Payroll 403b pp10 v6084	(\$40,536.99)	\$2,779,680.39
11/14/2018	Deposit: NH Medicaid, ASD	\$245,269.04	\$245,269.04	11/15/2018	Payroll IRS pp10 v6086	(\$39,692.09)	\$2,985,257.34
11/28/2018	Deposit: ASC, SAU39, Town of Mont Vernon, Misc	\$6,624.49	\$6,624.49	11/16/2018	Payroll 457 pp10 v6085	(\$4,466.89)	\$2,987,414.94
				11/27/2018	Payroll Direct Deposit pp11 v6088	(\$237,459.95)	\$2,749,954.99
				11/27/2018	Payroll 403b pp11 v6089	(\$40,669.41)	\$2,709,285.58
				11/29/2018	Payroll IRS pp11 v6091	(\$41,941.71)	\$2,667,343.87
				11/30/2018	Payroll Mass DOR v6093	(\$1,068.77)	\$2,666,275.10
				11/30/2018	Payroll 457 pp11 v6090	(\$3,881.63)	\$2,662,393.47
				11/1/2018	Payroll pp9 v9 ck3066959-3066968	(\$4,711.26)	\$2,657,682.21
				11/1/2018	Payroll pp9 v6079 ck3066969-3066970	(\$1,100.00)	\$2,656,582.21
				11/15/2018	Payroll pp10 v11 ck3067033-3067043	(\$5,290.48)	\$2,651,291.73
				11/15/2018	Payroll pp10 v6087 ck3067044-3067045	(\$1,100.00)	\$2,650,191.73
				11/29/2018	Payroll pp11 v12 ck3067046-3067061	(\$11,791.44)	\$2,638,400.29
				11/29/2018	Payroll pp11 v6092 ck3067062-3067063	(\$1,037.50)	\$2,637,362.79
				11/30/2018	Payroll v6094 ck3067143-3067146	(\$417,575.41)	\$2,219,787.38
							\$2,219,787.38
				11/8/2018	A/P v1711 ck3066971-3067032	(\$177,037.39)	\$2,042,749.99
11/30/2018	Credit Card transactions	\$6,550.00	\$6,550.00	11/29/2018	A/P v1712 ck3067064-3067142	(\$162,692.16)	\$1,886,607.83
11/30/2018	Food Service	\$9,186.47	\$9,186.47	11/5/2018	A/P Void ck3066680	\$1,950.00	\$1,897,744.30
				11/5/2018	Credit Card exchange fees October	(\$111.98)	\$1,897,632.32
11/30/2018	Interest - Cash Management	\$113.12	\$113.12	11/2/2018	Authorize.net Credit Card Fees October	(\$18.10)	\$1,897,727.34
11/30/2018	Interest - Municipal Savings	\$2,144.43	\$2,144.43	11/9/2018	Merchant Services October	(\$37.43)	\$1,899,834.34
							\$1,899,834.34
11/30/2018	Ending Balances	\$1,655,309.61	\$1,655,309.61			(\$1,463,160.17)	\$1,899,834.34
					Payroll Debits	(\$682,607.02)	
					Payroll Checks	(\$442,606.09)	
					AP Checks	(\$337,779.55)	
					Other Debits	(\$167.51)	

SCSD Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SCSD Checking 9527

Num	Date	Payee	C Memo Category	Amount
Expense Categories				
Payroll Ded				
3067062	11/29/2018	COMMONWEALTH OF MASSACHUSETTS	6092 Payroll Ded	(\$100.00)
3067143	11/30/2018	HAMPSHIRE HILLS	6094 Payroll Ded	(\$1,575.49)
3067144	11/30/2018	HEALTHTRUST, INC.	6094 Payroll Ded	(\$190,825.02)
3067145	11/30/2018	MONY LIFE INSURANCE COMPANY OF A	6094 Payroll Ded	(\$4,014.35)
3067146	11/30/2018	NEW HAMPSHIRE RETIREMENT SYSTEM	6094 Payroll Ded	(\$221,160.55)
Total Payroll Ded				(\$417,675.41)
Payroll				
3066961	11/1/2018	Carbery, Isabel	9 Payroll	(\$16.75)
3066966	11/1/2018	Sullivan, Claire M	9 Payroll	(\$43.53)
3067041	11/15/2018	Sullivan, Claire M	11 Payroll	(\$40.17)
3067042	11/15/2018	Tom, Vincent J.	11 Payroll	(\$1,548.39)
3067046	11/29/2018	Foulks, Lucienne	12 Payroll	(\$1,416.78)
3067047	11/29/2018	Jacobs, Denise A.	12 Payroll	(\$719.18)
3067048	11/29/2018	Kingery, Serge E.	12 Payroll	(\$69.26)
3067049	11/29/2018	Marotta, Danae A.	12 Payroll	(\$161.61)
3067050	11/29/2018	O'Connell, Bonnie A.	12 Payroll	(\$120.05)
3067051	11/29/2018	Paul, Margaret B.	12 Payroll	(\$66.95)
3067052	11/29/2018	Petrella, Robert A.	12 Payroll	(\$69.26)
3067053	11/29/2018	Stover, Jennifer S.	12 Payroll	(\$2,015.52)
3067054	11/29/2018	VASSAR, RICHARD	12 Payroll	(\$377.44)
3067055	11/29/2018	Chistolini, Jacqueline O	12 Payroll	(\$30.14)
3067056	11/29/2018	Conley, Lynda A.	12 Payroll	(\$1,489.01)
3067058	11/29/2018	Plante, Kurt A	12 Payroll	(\$131.93)
3067059	11/29/2018	Rhan, Jon A II	12 Payroll	(\$684.83)
3067060	11/29/2018	Tom, Vincent J.	12 Payroll	(\$668.19)
3067061	11/29/2018	Whelan, Sean M	12 Payroll	(\$2,120.32)
Total Payroll				(\$11,789.31)
Expense!				
3066205	6/14/2018	SCHMIDT, KRYSTAL	1697 Expense!	(\$34.05)
3066246	6/26/2018	GORDON, JOAN	1698 Expense!	(\$40.00)
3066373	7/20/2018	HUDSON SCHOOL DISTRICT- SAU #81	1700 Expense!	(\$517.74)
3066562	8/30/2018	STRAIGHT #A# ACADEMY	1704 Expense!	(\$140.00)
3066670	9/27/2018	BERNA, THERESA	1706 Expense!	(\$24.59)
3066919	10/25/2018	MILFORD POLICE DEPARTMENT	1710 Expense!	(\$220.00)
3066921	10/25/2018	MONT VERNON SCHOOL DISTRICT	1710 Expense!	(\$123.52)
3066990	11/8/2018	Driscoll, Kelly L.	1711 Expense!	(\$110.00)
3066995	11/8/2018	GARVEY, PAULA	1711 Expense!	(\$166.01)
3067020	11/8/2018	STURGES, JEANNE	1711 Expense!	(\$37.71)
3067024	11/8/2018	THE HAMPSHIRE DOME	1711 Expense!	(\$115.00)
3067026	11/8/2018	TOWN OF AMHERST- DEPT. OF PUBLIC	1711 Expense!	(\$243.21)
3067064	11/29/2018	AMHERST POLICE DEPT	1712 Expense!	(\$504.00)
3067065	11/29/2018	ATLANTIC GOLF & TURF, LLC	1712 Expense!	(\$1,500.00)
3067066	11/29/2018	AUTISM BRIDGES	1712 Expense!	(\$350.00)
3067067	11/29/2018	AXIS BUSINESS SOLUTIONS	1712 Expense!	(\$3,220.00)
3067068	11/29/2018	B&H PHOTO - VIDEO, INC.	1712 Expense!	(\$193.98)
3067069	11/29/2018	BELLAVANCE BEVERAGE COMPANY, INC	1712 Expense!	(\$378.45)
3067070	11/29/2018	BLICK ART MATERIALS	1712 Expense!	(\$110.64)

SCSD Treasurer's Report
Unreconciled Check Register

3067071	11/29/2018 BOOTHBY THERAPY SERVICES. LLC	1712 Expense!	(\$264.60)
3067072	11/29/2018 BURKE, ANNE	1712 Expense!	(\$33.68)
3067073	11/29/2018 BUTLER'S BUS SERVICE, INC.	1712 Expense!	(\$27,016.26)
3067074	11/29/2018 CANON SOLUTIONS AMERICA, INC.	1712 Expense!	(\$112.75)
3067075	11/29/2018 CAREPLUS AMBULANCE SERVICE, INC.	1712 Expense!	(\$367.50)
3067076	11/29/2018 CASTELL, MICHELLE	1712 Expense!	(\$199.62)
3067077	11/29/2018 CENTRAL PAPER PRODUCTS CO.	1712 Expense!	(\$332.39)
3067078	11/29/2018 CHARLAND, JIM	1712 Expense!	(\$65.00)
3067079	11/29/2018 CONSOLIDATED COMMUNICATIONS, INC	1712 Expense!	(\$1,486.73)
3067080	11/29/2018 CORCORAN, DONNA	1712 Expense!	(\$32.73)
3067081	11/29/2018 Cote, Traci A.	1712 Expense!	(\$1,300.50)
3067082	11/29/2018 COTREAU, TIM	1712 Expense!	(\$33.68)
3067083	11/29/2018 CPTÉ-MANCHESTER, INC.	1712 Expense!	(\$3,600.00)
3067084	11/29/2018 DIRECT ENERGY BUSINESS MARKETING	1712 Expense!	(\$1,274.23)
3067085	11/29/2018 ELECTRICAL SUPPLY OF MILFORD	1712 Expense!	(\$104.55)
3067086	11/29/2018 EVERSOURCE	1712 Expense!	(\$16,337.08)
3067087	11/29/2018 F.W.WEBB COMPANY	1712 Expense!	(\$209.25)
3067088	11/29/2018 FANTINI BAKING COMPANY	1712 Expense!	(\$61.76)
3067089	11/29/2018 GARVEY, PAULA	1712 Expense!	(\$127.53)
3067090	11/29/2018 HAVE, INC.	1712 Expense!	(\$247.19)
3067091	11/29/2018 HILLYARD-MANCHESTER	1712 Expense!	(\$7,077.35)
3067092	11/29/2018 IMPACT APPLICATIONS INC.	1712 Expense!	(\$875.00)
3067093	11/29/2018 INTERIM HEALTH CARE	1712 Expense!	(\$120.00)
3067094	11/29/2018 JP PEST SERVICES, INC	1712 Expense!	(\$200.00)
3067095	11/29/2018 LAVALLE BRENSINGER ARCHITECTS	1712 Expense!	(\$24,500.00)
3067096	11/29/2018 Ledoux, Catherine M.	1712 Expense!	(\$33.68)
3067097	11/29/2018 LIGHTHOUSE SCHOOL, INC.	1712 Expense!	(\$8,434.86)
3067098	11/29/2018 MAGGIOTTO, BELOBROW, FEENEY & FR	1712 Expense!	(\$3,239.19)
3067099	11/29/2018 MARKWITH, SHIRLEY	1712 Expense!	(\$94.80)
3067100	11/29/2018 MEDCO SPORTS MEDICINE	1712 Expense!	(\$480.52)
3067101	11/29/2018 MICHAEL A. CLARK	1712 Expense!	(\$1,500.00)
3067102	11/29/2018 MSB CONSULTING GROUP, LLC	1712 Expense!	(\$83.63)
3067103	11/29/2018 MUELLER-NORTHCOTT, JULIANNE	1712 Expense!	(\$415.00)
3067104	11/29/2018 N.H. INDOOR TRACK LEAGUE	1712 Expense!	(\$1,080.00)
3067105	11/29/2018 NATIONAL COUNCIL OF TEACHERS OF	1712 Expense!	(\$810.00)
3067106	11/29/2018 NATIVE MAINE PRODUCE AND SPECIAL	1712 Expense!	(\$192.04)
3067107	11/29/2018 NEW HAMPSHIRE LEARNING INITIATIV	1712 Expense!	(\$600.00)
3067108	11/29/2018 NEW HAMPSHIRE SCHOOL BOARDS ASSO	1712 Expense!	(\$4,840.88)
3067109	11/29/2018 NUTTALL, KAREN	1712 Expense!	(\$840.00)
3067110	11/29/2018 OPPORTUNITY NETWORKS INC	1712 Expense!	(\$6,252.00)
3067111	11/29/2018 P.J. CURRIER LUMBER CO.	1712 Expense!	(\$46.89)
3067112	11/29/2018 PEARSON EDUCATION INC.	1712 Expense!	(\$3,223.07)
3067113	11/29/2018 PENNICHUCK WATER WORKS, INC.	1712 Expense!	(\$1,403.29)
3067114	11/29/2018 PERFORMANCE FOOD GROUP	1712 Expense!	(\$3,417.92)
3067115	11/29/2018 RPF ENVIRONMENTAL INC.	1712 Expense!	(\$1,288.00)
3067116	11/29/2018 SANEL AUTO PARTS #31	1712 Expense!	(\$133.77)
3067117	11/29/2018 SCULLY, ROBERT	1712 Expense!	(\$400.94)
3067118	11/29/2018 SECURITAS ELECTRONIC SECURITY IN	1712 Expense!	(\$910.01)
3067119	11/29/2018 SOUHEGAN HIGH SCHOOL-AF	1712 Expense!	(\$8,600.00)
3067120	11/29/2018 SOULE, LESLIE, KIDDER	1712 Expense!	(\$1,414.64)
3067121	11/29/2018 STADIUM SYSTEM, INC.	1712 Expense!	(\$170.00)
3067122	11/29/2018 STATE OF NH - DMV	1712 Expense!	(\$75.00)
3067123	11/29/2018 STUDENT TRANSPORTATION OF AMERIC	1712 Expense!	(\$5,106.70)
3067124	11/29/2018 STURGES, JEANNE	1712 Expense!	(\$89.01)
3067125	11/29/2018 Sutherland, Leah J.	1712 Expense!	(\$33.68)
3067126	11/29/2018 SWMEA	1712 Expense!	(\$485.00)
3067127	11/29/2018 SYNCB/AMAZON	1712 Expense!	(\$1,445.45)
3067128	11/29/2018 TEACHERS DISCOVERY	1712 Expense!	(\$417.67)
3067129	11/29/2018 THE BOSTON SAX SHOP	1712 Expense!	(\$170.00)

SCSD Treasurer's Report
Unreconciled Check Register

3067130	11/29/2018 THE COPY SHOP	1712 Expense!	(\$342.65)
3067131	11/29/2018 THE COUNTY STORE, INC.	1712 Expense!	(\$18.97)
3067132	11/29/2018 THE HAMPSHIRE DOME	1712 Expense!	(\$580.00)
3067133	11/29/2018 THE NEW YORK TIMES	1712 Expense!	(\$101.25)
3067134	11/29/2018 THERIAULT, ADAM J.	1712 Expense!	(\$129.99)
3067135	11/29/2018 THOMAS CHARTERS, LLC	1712 Expense!	(\$1,102.00)
3067136	11/29/2018 TRAFFIC SAFETY STORE	1712 Expense!	(\$2,192.06)
3067137	11/29/2018 TRUE, WENDY	1712 Expense!	(\$35.90)
3067138	11/29/2018 W.B. MASON CO., INC	1712 Expense!	(\$1,285.15)
3067139	11/29/2018 WADLEIGH, STARR & PETERS, P.L.L.	1712 Expense!	(\$184.50)
3067140	11/29/2018 WEDIKO CHILDREN'S SERVICES	1712 Expense!	(\$6,129.86)
3067141	11/29/2018 WETHERBEE PLUMBING & HEATING	1712 Expense!	(\$440.00)
3067142	11/29/2018 WHITE, KATHLEEN A.	1712 Expense!	(\$185.74)
Total Expense!			(\$164,463.99)
Total Expense Categories			(\$593,928.71)
Grand Total			(\$593,928.71)

Souhegan Cooperative School District
Capital Funds Checking

**Souhegan Cooperative School District
Capital Funds Checking**

	Date	Type	Check #	Description	Credit	Debit	Balance
FY17	6/30/2017	Closing Balance					\$10,723.41
FY18	6/30/2018	Closing Balance					\$8,040.63
FY19	7/31/2018	interest			\$3.53		\$8,044.16
FY19	7/31/2018	Closing Balance					\$8,044.16
FY19	8/31/2018	interest			\$3.42		\$8,047.58
FY19	8/31/2018	Closing Balance					\$8,047.58
FY19	9/28/2018	Interest			\$3.08		\$8,050.66
FY19	9/30/2018	Closing Balance					\$8,050.66
FY19	10/31/2018	Interest			\$3.64		\$8,054.30
FY19	10/31/2018	Closing Balance					\$8,054.30
FY19	11/5/2018	Deposit		Amherst field usage	\$8,896.72		\$16,951.02
FY19	11/30/2018	Interest			\$6.36		\$16,957.38
FY19	11/30/2018	Closing Balance					\$16,957.38

Souhegan Cooperative School District
Field Maintenance Checking

**Souhegan Cooperative School District
Field Maintenance Checking (**9145)**

Date	Type	Check #	Description	Credit	Debit	Balance
3/1/2017	Opening Balance					\$-00
3/27/2017	Deposit		Town of Amherst, Field use, Fall Winter 16/17	\$8,901.27		\$8,901.27
3/31/2017	Closing Balance					\$8,901.27
4/30/2017	Closing Balance					\$8,901.27
5/31/2017	Closing Balance					\$8,901.27
6/14/2017	Deposit			\$300.00		\$9,201.27
6/30/2017	Closing Balance					\$9,201.27
7/31/2017	Closing Balance					\$9,201.27
8/17/2017	Transfer to Capital Checking		Deposited to the wrong account		\$300.00	\$8,901.27
8/31/2017	Closing Balance					\$8,901.27
9/30/2017	Closing Balance					\$8,901.27
10/31/2017	Closing Balance					\$8,901.27
11/1/2017	Deposit			\$6,952.18		\$15,853.45
11/30/2017	Closing Balance					\$15,853.45
12/31/2017	Closing Balance					\$15,853.45
1/31/2018	Closing Balance					\$15,853.45
2/28/2018	Closing Balance					\$15,853.45
3/1/2018	Deposit		Town of Amherst Field Use	\$5,561.27		\$21,414.72
3/31/2018	Closing Balance					\$21,414.72
4/30/2018	Closing Balance					\$21,414.72
5/31/2018	Closing Balance					\$21,414.72
6/30/2018	Closing Balance					\$21,414.72
Jul-18	Closing Balance					\$21,414.72
Aug-18	Closing Balance					\$21,414.72
Sep-18	Closing Balance					\$21,414.72
Oct-18	Closing Balance					\$21,414.72
Nov-18	Closing Balance					\$21,414.72

MEMO



School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

Date: 01/28/2019
To: James Manning, Souhegan Cooperative School Board Chair
From: Sarah Jardim-Lee, Accountant
Re: Unanticipated Revenue

Unanticipated revenue in the amount of \$600.00 has been received by the Souhegan Cooperative School District this month.

Requested Board Actions

1. Motion: To accept unanticipated revenue of \$600.00 from HealthTrust to be used for teacher and staff wellness programs. These funds shall be accepted into the General Fund.

MEMO



School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

Date: 01/28/2019
To: James Manning, Souhegan Cooperative School Board Chair
From: Katie Hannan, Director of Finance
Re: Unanticipated Revenue

Unanticipated revenue in the amount of \$1,500.00 has been received by the Souhegan Cooperative School District this month.

Requested Board Actions

1. Motion: To accept unanticipated revenue of \$1,500.00 from Concord School District check #185069 to be used to reimburse the District for PACE work by SHS teachers on non-contracted days this summer. These funds shall be accepted into the Special Revenue Fund.

Invoice Date	Invoice Number	Description	Invoice Amount
11/02/2018	DIST SCORING 4 PARTC	PES: PACE - DISTRIB SCORING 2018 (GRANT) PO #: 191310	\$1,500.00

Vendor No.	Vendor Name	Check No.	Check Date	Check Amount
5441	SOUHEGAN HIGH SCHOOL	185069	11/09/2018	\$1,500.00

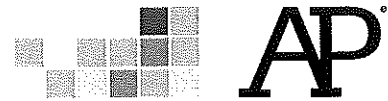
CONCORD SCHOOL DISTRICT		CITIZENS BANK	Vendor Number	Check Date	Check Number
GENERAL FUND		NEW HAMPSHIRE	5441	11/09/2018	185069
38 LIBERTY STREET		54-153/114			\$1,500.00
CONCORD, NH 03301					
(603) 225-0811					
Pay	*One Thousand Five Hundred Dollars and 00 Cents*				
To the	SOUHEGAN HIGH SCHOOL				
Order Of	ACTIVITIES FUND				
	412 BOSTON POST RD				
	AMHERST, NH 03031-0000				
			<i>Jack Dunn</i>	Treasurer	MP

⑈00185069⑈ ⑆011401533⑆ 3303027031⑈

AP® Spanish Language and Culture
Sample Syllabus 2
 Syllabus 1029718v1



Curricular Requirements	Page(s)
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
CR2a Instructional materials include a variety of authentic audio and video recordings.	3, 4, 12
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	3, 12
CR2c Instructional materials include a variety of authentic literary texts.	4, 5, 6, 10
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	1, 2, 3, 5, 6, 7, 8, 9, 11, 12
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	1, 2, 3, 6, 7, 10, 11
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.	11
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	4, 5, 6, 7, 8, 9, 10
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	1, 3, 5, 6, 7, 9, 10, 11, 12
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	1, 2, 3, 7, 9, 10, 12
CR6a The course explicitly addresses the Global Challenges theme.	8
CR6b The course explicitly addresses the Science and Technology theme.	9
CR6c The course explicitly addresses the Contemporary Life theme.	6
CR6d The course explicitly addresses the Personal and Public Identities theme.	2
CR6e The course explicitly addresses the Families and Communities theme.	4
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	10
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	7, 11
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	1, 3, 4, 6
CR9 The course prepares students to use the target language in real-life settings.	1, 6, 12



Course Overview

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course.

The AP Spanish Language and Culture course is conducted exclusively in Spanish. **[CR1]** Central to the course is the overarching principle as stated in the Curriculum Framework:

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities).

Daily/Weekly/Monthly Activities to address Learning Objectives

- **La palabra del día**—students explore a word a day, analyze its meaning, find root words, synonyms and antonyms, and make linguistic comparisons. **[CR8]**
- **La noticia del día**—once a week, students take turns giving a short presentation about a relevant news story, summarize it for the class, and ask questions to create opportunities for open-ended discussion. **[CR3a] & [CR5a]**
- **El diario de las noticias**—students keep a journal of the daily news presented in class with new vocabulary and reactions. **[CR5b]**
- **La discusión de la semana**—at various times during the year, students are responsible for posting a link to a news article, video, or podcast to the class blog, and creating a discussion question for all in class to participate in an online discussion. **[CR3b]**
- **Noche de película**—once every quarter, the class hosts a night where students watch a movie from a Spanish-speaking country. Cultural and historical relevance will be considered when selecting these films. As an alternative to Noche de Película, the class can host a Noche de Cultura where students can show their projects and/or invite a guest speaker, either a member of a consulate or a member of the immigrant community. **[CR9]**
- Every Wednesday in the language lab, students practice recording a simulated conversation and a cultural comparison. **[CR8]** All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.
- Writing: approximately every three weeks, a formal, well-organized, synthesized, analytical or persuasive essay on an appropriate topic in reaction to a text or information is discussed or viewed in class. The essay is evaluated for its content,

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

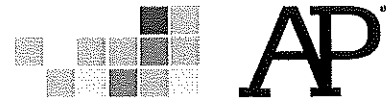
CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR9—The course prepares students to use the target language in real-life settings.



organization, cultural relevancy, range and appropriateness of vocabulary, and grammatical accuracy. [CR5b]

- Writing journal entries, letters, e-mails, poems, abstract writing, creative writing, or writing reactions to articles and lectures through an interactive social network and/or blog on topics/themes. [CR3b]

Every 2-3 weeks, a new theme is introduced; however, interconnectedness of themes is expected and encouraged. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. In lieu of a test for each theme, students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

Course Planner

The following are a sample of activities throughout the course and may be modified based on students' interests and current events. They do not describe a linear progression of all activities that are done under each theme.

Theme 1: Las identidades personales y públicas [CR6d]

Recommended Contexts: Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation

Essential Questions

1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one's identity develop over time?

Introduction to the theme:

As an introduction to the topic, students respond in written form to one or all of the following questions in their journal for the week. After having read the journal entries, the teacher selects one as an example to share with the class. This forms the basis for an in-class discussion based on the journal entry. [CR3a] & [CR3b]

¿Cómo se identifica una persona?

¿Cómo influye la familia en la identidad de una persona?

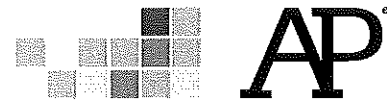
Un documento legal, ¿le identifica a una persona?

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR6d—The course explicitly addresses the Personal and Public Identities theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.



Vocabulary

- In order to activate prior knowledge, students brainstorm a list of vocabulary words relative to the topic/theme; adjectives of description, hobbies, interests, and terms related to national and ethnic identity. They discuss the meaning of the words, ask questions, ask for clarification if needed, and add them to the list. The instructor may add words not mentioned in the activity. **[CR3a]**
- Students will use words from the list as they work through the assignments in this unit.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Audio and Audiovisual Interpretive Communication

Students listen to the song “*Latinos en Estados Unidos*” by Celia Cruz

- With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are described in Cruz’s song www.youtube.com/watch?v=jldJfUMfbJU
- Students view the video (1:11–2:14) “*El reto de ser joven latino en Estados Unidos.*” www.youtube.com/watch?v=j6W_xXvRc2Y **[CR2a]**
- In a small group, students discuss the content of the video and ask questions that elicit opinions from others in the group. They then debate the following comment: “*El tema de la identidad es esencial para el crecimiento.*” An additional discussion question could be: Do young people in your community question their identity based on their experiences? **[CR3a]**

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

Written Interpersonal Communication

Students respond to the following questions in an online blog: *¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?* Students respond to the question and then minimally respond to two other student responses. **[CR3b]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Print Interpretive Communication

Students search for authentic articles from Spanish-speaking newspapers that focus on the lives of immigrants in the United States. **[CR2b]** Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community. **[CR5b] & [CR8]**

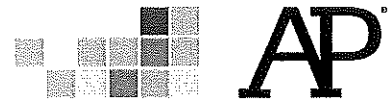
CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Spoken Interpersonal and Presentational Communication

At home, each student responds to the following question in writing: *¿Cómo se siente ser un estudiante joven en estos momentos en Arizona?*

- The next day, students share their responses via oral presentations to small groups. **[CR5a]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.



- They then watch the video “*Ser latino en USA; los jóvenes.*” (www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/) As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well. **[CR2a]**
- At home, students use GoogleVoice to compare a point of view from the video interviews and their original writing. This work will be scored according to the scoring guidelines for presentational speaking: Cultural Comparison. **[CR8]**

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Print Interpretive Communication

Students are assigned the story by Francisco Jiménez: “*Cajas de cartón,*” focusing on the essential questions in the unit as a jumping off point for discussion. Students participate in a variety of activities and assessments, both formative and summative, related to Jiménez’s story and its connection to the theme. Examples of activities: directed comprehension questions, illustration of one of the chapters in the book, oral presentation-PPT highlighting one of the chapters. **[CR2c] & [CR4b]**

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Theme 2: Las familias y las comunidades [CR6e]

Recommended Contexts: Customs and Values, Family Structure, Childhood and Adolescence

Essential Questions:

1. What constitutes a family in different societies?
2. How do individuals contribute to the well being of communities?
3. How do the roles that families and communities assume differ in societies around the world?
4. How does the notion of the “extended family” differ among cultures?

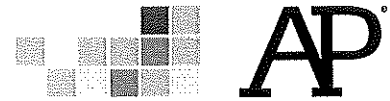
CR6e—The course explicitly addresses the Families and Communities theme.

Vocabulary: Family, holidays and celebrations, and emotions

As an introduction to this unit, students complete the following activity at home:

Activity: Las familias y las comunidades

A continuación necesitas escribir todas las palabras de vocabulario que te vengan a la mente. No te olvides de incluir el artículo definido con cada sustantivo.



La familia	Las celebraciones y las tradiciones	La adolescencia

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

The next day, one student writes down all of the words generated the night before on the board. Students work in groups to find patterns in the words identified, and then one representative reports to the class on what patterns they find (e.g., *En la lista de palabras sobre la familia, encontramos muchas palabras que describen quienes pertenecen a una familia. Sin embargo, también hay muchos adjetivos que describen como uno se siente dentro de la familia*). [CR3a] & [CR5a]

Following this, students write a list of characteristics that reflect the best characteristics of a family. We then analyze the answers and note which answers all groups share in common. [CR3a]

Un ejemplo:

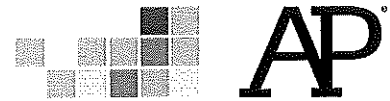
Una familia debe ser:
bondadosa
unida
generosa
servicial

This forms the start of our discussion of Juan Rulfo’s “No oyes ladrar los perros.” [CR2c]

Print Interpretive Communication [CR4b]

- In class, the students will predict the content of the story based on the title. They will work in groups to complete this **graphic organizer**.





- In class and at home, the students will read the story, pausing to answer comprehension questions in writing, to discuss their own opinions, and to identify the theme of the story. [CR4b]
- Students then read Gabriel García Márquez’s “La siesta del martes” and compare the two works. [CR2c] & [CR8]

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Spoken Interpersonal and Presentational Communication

Students interview a young native speaker from the community, via Skype with our partner school, or talk to one of their own native speaker friends. Each student will interview a student not in this class. They will ask them questions about family structure, how close they are, what their family is like, etc. The exact questions can be chosen by the student.

CR2c—Instructional materials include a variety of authentic literary texts.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Students are then given the following assignment:

How is your family a reflection of your identify? After your interview, write a short summary of what you learned about him/her and compare his/her responses to those that describe your family.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

In class the next day, share what you learned from your interview with a classmate via a short oral presentation. [CR3a], [CR5a] & [CR9]

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Further activities to conclude this unit:

Presentation: Compare the common idea of a “typical” American family and one from a Spanish-speaking country and describe how you feel the concept of “extended family” differs from, or is similar to, your own. [CR8]

CR9—The course prepares students to use the target language in real-life settings.

Written Interpersonal Communication

- Blog discussion on family rules, generation gap, family relationships in Spanish speaking culture, and in the student’s own culture, the significance of “extended family.” [CR3b]

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

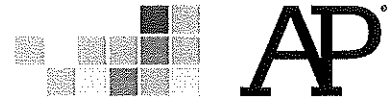
Theme 3: La vida contemporánea [CR6c]

Recommended Contexts: Education and Careers, Travel and Leisure, Lifestyles

Essential Questions:

1. How is contemporary life influenced by cultural products, practices, and perspectives?
2. What are the challenges of contemporary life?

CR6c—The course explicitly addresses the Contemporary Life theme.



Introduction to the theme:

After reading the article, “Los desafíos de la mujer actual: Conciliar trabajo y familia” (www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-trabajo-y-familia), students comment about the role of women in the community as described in the article by creating an entry on the class blog, focusing on the question: **[CR5b] & [CR7]**

¿Se parecen ambas situaciones, por qué sí o por qué no?

Vocabulary: School, professions, traveling, and leisure activities

As a variation, the teacher will prepare a list of vocabulary words for this unit. Students will be asked to first write a synonym or definition for each word on the list. Students are encouraged to use the words in their blogs, summaries, or any assignment during the course of this unit. In this way, students will contextualize the words and not just memorize them for an exam.

Written and Print Interpretive Communication and Spoken Interpersonal and Presentational Communication

- Students find a Spanish language article from an online magazine, newspaper, or blog that identifies a challenge they also face in their own lives. The article could focus on the use of technology in the classroom or the challenges of finding scholarships to help defray the cost of tuition at the university. This must be a topic of interest to them and a challenge with which they will be faced or are facing now. The students will write about the topic in their journal, include a summary of the content of the article, and compare what they have learned from the article and their own lives. What effect does the content of the article have on their opinion, if any? **[CR3b] & [CR4b]**
- During the course of this unit, two students per day share their information in a two minute oral presentation to the class. Students are encouraged to ask additional questions and give their own opinions in response to the presentations. **[CR3a] & [CR5a]**

Written Presentational Communication

- First, the teacher prepares a list of questions that students will respond to using Poll Everywhere (www.poll.everywhere.com/) For example: *¿Es difícil encontrar un empleo? ¿Tienes un empleo en la actualidad? ¿Dónde trabajas? ¿Cobras un buen sueldo? Si pudieras elegir el trabajo perfecto, ¿cuál sería y por qué?* The responses to these questions form the basis for an in-class discussion. **[CR3a]**
- For homework, students write a cover letter as part of an application for a job that they researched in the classified section of an authentic newspaper online, explaining why they would be an ideal candidate for the job. **[CR5b]**

Tip: There is an excellent site for students where they can search online newspapers from all over the Spanish-speaking world: www.prensaescrita.com.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

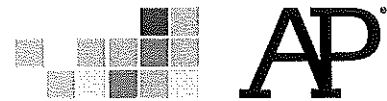
CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.



Theme 4: Los desafíos mundiales [CR6a]

Recommended Contexts: Economic Issues, Environmental Issues, Health Care and Medicine

Essential Questions:

1. What environmental, political, and social issues pose challenges to societies throughout the world?
2. What are the origins of those issues?
3. What are possible solutions to those challenges?

Introduction to the theme:

The teacher begins this unit by having students participate in a discussion/debate about this topic. [CR3a]

¿Cuáles son los beneficios de dormir una siesta?

¿Piensas que ayudaría esta práctica en el mundo laboral?

CR6a—The course explicitly addresses the Global Challenges theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Vocabulary: Government, politics, environment, and health

- Students are presented with a graphic organizer. Based on the vocabulary topic: *el bienestar mental*, they generate a list of “cluster” words that relate to the topic.

Students will participate in a “jigsaw” activity.

Day 1:

- The teacher will divide the class into groups of three or four students. Each group will have a different article that they will read. Each student in each group will become the “expert” for that particular article. Examples have been provided below.
 - www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almohada_ostrich_pillow_rg.shtml
 - http://archivo.univision.com/content/content.jhtml?cid=824769*
 - www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/ [CR4b]

Day 2:

- Students form new groups so that each group has an expert on each of the different articles. Each student summarizes the information regarding the article that his/her group worked on the day before. Other students listen attentively, take notes, ask questions, etc. [CR3a] Finally, the group chooses the article that they find the most



interesting. Based on the content, they write an opinion column for a newspaper, using evidence from the article they have read. [CR5a] As an extension activity, one student from each group shares the editorial with the class. [CR5b]

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Spoken Interpersonal and Presentational Communication

- Students select Spanish language resources about how American healthcare reform affects Latinos. Each group researches the topic and comes prepared to defend their viewpoint in a debate the following day. [CR3a] & [CR4b]
 - Extension activities:
 - Socratic Circle on issues such as healthcare reform.
 - Presentation on recommendations that students would pose to school board to transform our school into a more Earth-friendly environment.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Theme 5: La ciencia y la tecnología [CR6b]

Recommended Contexts: Access to Technology, Effects of Technology on Self and Society, Science and Ethics

Essential Questions:

1. How do developments in science and technology affect our lives?
2. What factors have driven innovation and discovery in the fields of science and technology?
3. What role do ethics play in scientific advancement?
4. What are the ethical consequences of cloning and stem cell research?

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Introduction to the theme:

The teacher leads a class discussion about how technology impacts the students’ personal lives.

¿Cómo impacta la tecnología en tu vida personal?

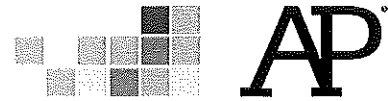
¿Crees que son una ventaja o una desventaja los avances tecnológicos del mundo actual?

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Vocabulary: Technology and science

- Students brainstorm a *banco de vocabulario* to activate prior knowledge; what words have they learned that will help them with this topic. The teacher will also decide which new words to include after the students have had an opportunity to generate the word bank.

CR6b—The course explicitly addresses the Science and Technology theme.



Sustantivos	Infinitivos	Adjetivos

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6f—The course explicitly addresses the Beauty and Aesthetics theme.

Written and Print Interpretive Communication

- Students read the following article at home. *El 82 por ciento de las empresas vascas usa las redes sociales como herramienta de marketing e imagen* (www.20minutos.es/noticia/1599250/0/), and analyze the role of technology in marketing and image creation. [CR4b]
- For homework, students react to the article and a partner’s comments, creating a written discussion thread. [CR3b]
 - Extension activity: Students read “Rosa” by Angel Balzarino and write a review based on the story. [CR2c]

Written Interpersonal Communication: Other ideas for blog discussions

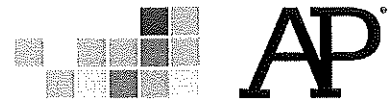
1. Since the invention of the Internet there has been a sort of media revolution. Technology transforms methods of communication. What do you think of the technological revolution? Where is it taking us?
2. It’s been said that television, computer, and video games have led to a lack of imagination in today’s youth. Do you agree?
3. It is said that the computer will replace print media. Do you agree? What does the future hold for print media?
[CR3b]

Further activities to conclude this unit:

Students will design/create a new product. They will present a rationale for the creation of the product, design a marketing campaign using media and both print and tech-rich ads (e.g., posters, tv/internet ads), and will “sell” it to the rest of the class. Classmates will vote on the best product. [CR5a] & [CR5b]

Theme 6: La belleza y la estética [CR6f]

Recommended Contexts: Defining Beauty, Defining Creativity, Visual and Performing Arts



Essential Questions:

1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?

Introduction to the theme:

In small groups, students make a list of what they consider to be beautiful. This could be a painting, a person, etc. The teacher then selects different images of what other cultures consider to be “beautiful” and asks students to react to the images and the question from their own perspectives. [CR3a]

¿Son estas imágenes hermosas?

Vocabulary: Analyzing fine art, talking about music, and descriptions

- The teacher introduces the students to vocabulary that they will need to use during the course of this unit. The list will include words that help students to discuss and analyze works of art.

Visual Interpretive Communication and Spoken Interpersonal Communication

Teacher shows images of Fernando Botero’s works of art; paintings and sculptures. Using the vocabulary words that they have for this unit, students, in small groups, analyze the art.

Together with the class, the teacher reviews the group work, ensuring that the students are using the vocabulary appropriately to describe and analyze the works of art and discuss how the images reflect practices of every day life. Part of the discussion includes the products, practices, and perspectives that are addressed by Botero’s work. [CR4a] & [CR7]

Written Interpersonal Communication

In their class blog, students discuss how Botero’s vision of what it means to be beautiful may be different from their own concept of beauty. [CR3b]

Spoken Presentational Communication

Students select a new painter from the Spanish-speaking world. They select a painting from his/her collection and via a GoogleVoice presentation, they compare the work of art that they have chosen to a painting by Fernando Botero. They discuss similarities and differences and comment on which painting they prefer and why. [CR5a]

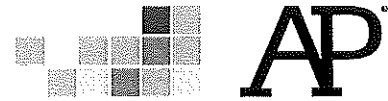
CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.



Further activities to conclude this unit:

- Participate in a Socratic Circle on aspects of art such as violence in movies, or censorship of art. **[CR3a]**
- Present a song or piece of art to the class and explain their interpretation and why they like it. **[CR5a]**
- In a small group, discuss likes and dislikes of the artistic view of the world of the paintings of Salvador Dalí. **[CR3a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Written Presentational Communication

- Students take a virtual trip to Museo Soumaya **[CR9]** and describe in writing their favorite works of art and why.
 - Write an essay answering the following questions: How does publicity influence our idea of beauty? What danger does this pose to adolescents? Are these dangers any different in Spanish speaking countries? Explain. **[CR5b]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Course materials [CR2a] & [CR2b]

General resources taken from among the following:

BBC Radio: Estudio 834: http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/

BBC Mundo: www.bbcmundo.com

Radio Naciones Unidas: <http://radio.un.org/es/> and <http://news.bbc.co.uk/hi/spanish/news/>

Radio Televisión Española: www.rtve.es/

Univisión: www.univision.com

TV Azteca: www.tvazteca.com/

UNICEF: www.unicef.org/spanish/videoaudio/video_radio.html

CNN en español: www.cnn.com/espanol

El País (Madrid): www.elpais.es

El Mundo: www.elmundo.es

BBC News in Spanish: <http://news.bbc.co.uk/hi/spanish/news/>

People en español: www.peopleenespanol.com/pespanol/

Zambombazo: <http://zachary-jones.com/zambombazo>

Ver-taal: www.ver-taal.com/

Practica Español: www.practicaespanol.com/

Veintemundos: www.veintemundos.com/en/

www.20minutos.es

CR9—The course prepares students to use the target language in real-life settings.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

AP SPANISH LANGUAGE & CULTURE



AP® Spanish Language and Culture Sample Syllabus 2

Syllabus 1029718v1

Real Academia Española: www.rae.es

Yahoo Noticias: es.noticias.yahoo.com

Defining Beauty

Level 1 Benchmarks

How do different cultures express beauty?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple phrases or basic of sentences

Proficiency Level  NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people to describe their physical characteristics or personality traits.

I can read an infographic and understand the main idea about personality characteristics

INTERPERSONAL SKILLS

I can ask and answer questions about physical description and personality traits.

I can ask people's opinion about inner and outer beauty and express my own opinion on it.

PRESENTATIONAL SKILLS

I can describe myself or someone else using physical description and personality traits.

I can compare and contrast my own qualities to someone else.

I can explain the similarities and differences regarding beauty in Hispanic cultures.

I can communicate my own definition of beauty.

How can I put my language skills to use?- HONORS

INVESTIGATION

Of products & practices



I can investigate Hispanic artists and describe characteristics of their art.

UNDERSTANDING

Of cultural perspectives



I can understand the different ways beauty is marketed in different Hispanic cultures.

PARTICIPATION

In cultural interactions



Follow a social media account related to beauty, sports, marketing, fashion or design and keep track of what you learn.

SPANISH LEVEL 1

¡Me encantan los deportes!

Level _____ **Benchmarks**

Souhegan High School

How do people maintain a healthy lifestyle around the world?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk about sports they like or play

I can understand information about sports based on a broadcast or an article

I can understand the benefits of playing sports & staying active & eating a well-balanced diet

INTERPERSONAL SKILLS

I can exchange information about what sports I like or play, who my favorite players/ teams are, and when & where a sporting event is taking place

I can ask questions about sports, teams and players

I can exchange information about training & nutrition

PRESENTATIONAL SKILLS

I can present the sports habits of Americans & people in the target culture

I can present information about sporting events

I can write about my favorite athlete

I can explain habits for good fitness

How can I put my language skills to use? -Honors

INVESTIGATION

Of products & practices



I can research what sporting events take place in other countries & explain how they compare to the US

UNDERSTANDING

Of cultural perspectives



I can show examples of how another culture values sports and can share which sports teams are more popular than others

PARTICIPATION

In cultural interactions



I can follow the progress of a team during the week using the web & write about it or talk about it

SPANISH LEVEL 1

¡Quiero explorar el mundo!

Level 1 **Benchmarks**

Souhegan High School

Where will I use Spanish? With whom will I speak?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea about what there is to do in a Spanish speaking country.

I can understand information about planning a vacation.

I can understand what the weather is like, what I should bring and what I can do and see in the country of my choice

INTERPERSONAL SKILLS

I can exchange information about what I like to do and what I want to do on vacation.

I can ask questions about the weather and what I need to bring with me

I can exchange information about what there is to do for fun in different Spanish-speaking countries.

I can exchange info. about the money in my country

PRESENTATIONAL SKILLS

I can explain the geography and weather of a Spanish speaking country I want to visit.

I can present information about tourist activities in a Spanish speaking country

I can explain what I need to take with me and why

I can explain what people do for vacations in the country I am going to visit.

How can I put my language skills to use? Honors Challenge

INVESTIGATION

Of products & practices



I can research what people do for vacations in other countries & explain how they compare to the US

UNDERSTANDING

Of cultural perspectives



I can show examples of how another culture values leisure time

PARTICIPATION

In cultural interactions



I can follow tweets from the country I want to visit and/or I can stay update by following the countries tourism site

Mi familia

Level _____ **Benchmarks**

Souhegan High School

What is the role of family in different societies?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level → NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people talk or write about who is in their family
- I can understand descriptions of family members
- I can understand how people relate to each other
- I can understand a family tree
- I can read & understand short passages comparing family structures

INTERPERSONAL SKILLS

- I can understand & respond to basic questions about my family
- I can talk about family members and what they are like and ask questions to someone about their family
- I can ask and answer questions about the ages of family members
- I can ask & answer questions about what different family members like & don't like to do

PRESENTATIONAL SKILLS

- I can introduce my family
- I can describe my family and their likes and dislikes to someone I don't know
- I can tell how different people are related to each other in my family
- I can explain how the concept of family may differ in Spanish-speaking countries

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can tell about the Spanish Royal Family and explain who will be next in line for the Royal Throne

UNDERSTANDING

Of cultural perspectives



I can understand how traditional Hispanic last names are formed and create a family tree using full names and/or I can place a person in a family tree based on their full name.

PARTICIPATION

In cultural interactions



I can interview someone from a Spanish-speaking country. I can compare their family to mine. I can write a text, a tweet or a Facebook post in Spanish telling why I love my family.

Breaking the Ice!

How do people get to know each other?

Level 1

Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level  NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people introduce themselves
- I can understand information about different people's likes and dislikes
- I can understand the cultural norms around greetings
- I can understand the difference between the terms Hispanic, Latino, or Spanish.

INTERPERSONAL SKILLS

- I can introduce myself and give personal information
- I can respond to an introduction
- I can ask questions to get to know someone better
- I can exchange information about likes and dislikes
- I can engage in a conversation using appropriate social register & cultural norms

PRESENTATIONAL SKILLS

- I can introduce myself using simple statements
- I can state my name and my age
- I can tell where I live and where I am from
- I can present my likes and dislikes
- I can describe what I look like & my personality

How can I put my language skills to use? Honors Challenge

INVESTIGATION

Of products & practices



I can research how people from different Spanish-speaking countries greet each other

UNDERSTANDING

Of cultural perspectives



I can show examples of and interpret appropriate cultural greetings and gestures

PARTICIPATION

In cultural interactions



I can follow a famous Spanish-speaker online and understand basic biographical information

SPANISH LEVEL 1

Souhegan High School

Science and Technology

Level 1 Benchmarks

How do people maintain a healthy lifestyle around the world?

- I can understand simple phrases & sentences about daily topics that I hear and read.
- I can ask and answer simple questions about familiar topics.
- I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their healthy lifestyle and how they maintain it.

I can derive meaning from short, non-complex texts that convey basic information about popular exercises and sports in Spanish-speaking countries.

I can understand the benefits of playing sports, staying active, and eating a well-balanced diet.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about how I stay healthy.

I can talk about how people stay healthy in my culture and ask questions about how other cultures stay healthy.

I can talk about exercises and some healthy foods in Spanish-speaking countries and my own country.

I can ask questions about sports, teams, and players.

PRESENTATIONAL SKILLS

I can explain how I maintain a healthy lifestyle.

I can explain how people in Spanish-speaking countries maintain a healthy lifestyle.

I can explain how and why health impacts culture.

I can compare how I stay healthy and how people in the Spanish-speaking world stay healthy.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research different exercises or healthy recipes in the Spanish-speaking world and how it relates to their cultural values.

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of how various Spanish-speaking cultures maintain healthy lifestyles.

PARTICIPATION

In cultural interactions



I can identify my exercise and nutrition habits now and make a plan about how I am going to improve them.

SPANISH LEVEL 2

Souhegan High School

Beauty & Aesthetics

Fashion & Self-Expression

Level 2 Benchmarks

What does fashion say about me?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level → NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their fashion choices and identity

I can derive meaning from short, non-complex texts that convey basic information clothing styles and preferences

I can understand clothing words, patterns, designs and fashion influences when reading or listening.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about clothing, fashion and preferences

I can ask and answer questions about clothing, fashion trends, design and influences

I can ask and answer questions about personal preferences

I can ask and respond to questions in a store

PRESENTATIONAL SKILLS

I can explain how I dress and what it says about me

I can explain some fashion trends of people in Spanish-speaking countries

I can compare my typical look with someone in a Spanish speaking country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research Hispanic fashion designers and share about their life and influences

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of how various Spanish-speaking cultures influence our fashion

PARTICIPATION

In cultural interactions



I can follow famous Spanish-speaking YouTubers and compare and contrast them to famous English-speaking YouTubers

Contemporary Life

Level 2 Benchmarks

How do cultures celebrate meaningful life events?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple questions about familiar topics.
- ✓ I can present basic information in writing and speaking in simple phrases or basic sentences

Proficiency Level  NOVICE HIGH

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their celebrations and holidays.

I can derive meaning from short, non-complex texts that convey basic information about various celebrations in Spanish-speaking countries.

I can identify and compare different types of celebrations, where they're celebrated, who celebrates them, and for how long.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about my celebrations in my culture.

I can talk about my culture, my celebrations, and ask questions to someone about celebrations in their culture.

I can ask and answer questions about how and why celebrations begin in Spanish-speaking countries.

I can ask & answer questions about the celebrations and holidays in Spanish-speaking countries.

PRESENTATIONAL SKILLS

I can explain my celebrations and how it reflects my culture.

I can explain how celebrations and holidays are related to culture and why.

I can explain how people celebrated.

I can compare my celebrations to celebrations of the Spanish-speaking world.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research celebrations in the Spanish-speaking world and how it relates to their cultural values.

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of various celebrations and holidays in the Spanish-speaking world.

PARTICIPATION

In cultural interactions



I can explain about a certain celebration or holiday that "I attended." I can include supporting details such as, who, what, when, where, why, and how this event was celebrated.

My Social Life

Level 2 **Benchmarks**

Souhegan High School

How does the way we spend time reflect the values of a community?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their hobbies and pastimes.

I can understand basic language and messages about how teens spend their free time.

I can derive meaning from short, non-complex texts that convey basic information about values in Spanish-speaking countries

INTERPERSONAL SKILLS

I can give personal information about the ways I spend time

I can ask questions to get to know someone better in class about their hobbies and what they do

I can share information & ask questions about Spanish-speaking teenagers

PRESENTATIONAL SKILLS

I can explain what is important to me and how I use my free time

I can share information about my daily life and what I value

I can show that how I spend time is a reflection of what I value

I can compare the way I spend time with that of a Spanish -speaker

How can I put my language skills to use? - Honors Choices

INVESTIGATION

Of products & practices



I can follow various Spanish-speakers on social media to learn and understand how they spend time and show how this ties to values

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of what people value in different Spanish-speaking countries

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in various Spanish-speaking countries

Breaking Stereotypes

Level 2 **Benchmarks**

Souhegan High School

How do we see the world? How does the world see us? What can we learn from each other?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand key words, cognates and formulaic phrases about stereotypes

I can understand predictable language and messages when listening to Spanish-speaking videos

I can derive meaning from short, non-complex texts that convey basic information about in Spanish-speaking countries and their perspectives

INTERPERSONAL SKILLS

I can express what I used to do, what I used to like and what I used to believe

I can ask questions to get to know someone better and understand what they used to be like

I can participate in conversations about beliefs & stereotypes

PRESENTATIONAL SKILLS

I can explain what I was like when I was little

I can explain what I used to believe

I can compare stereotypes that people have of Americans to stereotypes that Americans have of others

I can express the dangers of stereotypes

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research Spanish-speaking teenagers and attitudes they hold about the world around them

UNDERSTANDING

Of cultural perspectives



I can demonstrate understanding about the dangers of stereotyping people and what I can do personally to change others' negative perspectives

PARTICIPATION

In cultural interactions



I can compare and contrast stereotypes Spanish-speaking countries have of other Spanish-speaking countries & explain why they exist

My Daily Life

Level 2 **Benchmarks**

Souhegan High School

How does my life compare to that of a Spanish speaking teenager?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand key words, cognates and formulaic phrases about daily life in a Spanish-speaking country

I can understand predictable language and messages when listening to Spanish-speaking videos

I can derive meaning from short, non-complex texts that convey basic information about in Spanish-speaking countries

INTERPERSONAL SKILLS

I can introduce myself and give personal information

I can ask questions to get to know someone better in class

I can share information & ask questions about Spanish-speaking teenagers

PRESENTATIONAL SKILLS

I can explain who I am and what I do at home

I can share information about my daily life and where I live.

I can compare my life with that of a Spanish - speaking teenager

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research typical daily life for Spanish-speaking teenagers

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of Hispanic home life

PARTICIPATION

In cultural interactions



I can compare and contrast daily life of Spanish-speaking teenagers with another person's or my own

Creating Responsible Citizens

Souhegan High School

How do people use technology around the world?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about how they use technology

I can understand basic text language and messages in Spanish

I can derive meaning from short, non-complex texts that convey basic information about social media habits in Spanish-speaking countries

INTERPERSONAL SKILLS

I can give information about the ways I spend time on-line

I can ask and answer questions about how and why people in my culture use social media

I can ask & answer questions about how Spanish speaking teenagers use social media & technology in their lives

PRESENTATIONAL SKILLS

I can communicate on social media using Spanish

I can share information about the positives and negatives about technology and how I use it.

I can compare the way I spend time using social media with that of a Spanish -speaker

I can explain how I can be safe on the Internet

How can I put my language skills to use?- Honors Choices

INVESTIGATION

Of products & practices



I can follow Spanish-speakers on social media and see their tweets/ posts in Spanish and show understanding of their messages

UNDERSTANDING

Of cultural perspectives



I can compare and contrast social media posts from different Spanish-speaking countries and identify trends

PARTICIPATION

In cultural interactions



I can put my phone in Spanish and record the new Spanish vocabulary I learn

El poder de la música

Level 3 Benchmarks

¿Cuál impacto positivo puede tener la música en la comunidad?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Goal → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea about how the power of music can bring about change

I can understand when I read and hear about a musician's life and what influences their music

I can understand the main idea of songs in Spanish.

INTERPERSONAL SKILLS

I can exchange information about popular musicians

I can ask and answer questions about how I give back to my community.

I can provide and exchange information about what my school community needs

I can ask and answer questions about a musician & how they impact their community

I can exchange information about what music I prefer

PRESENTATIONAL SKILLS

I can present information about a Spanish-speaking musician & share the message of their music

I can compare and contrast Spanish-speaking musicians & their role in the community with English speaking musicians

I can present song lyrics, share what they mean and give context To the message

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research famous Spanish-speaking musicians to see how they positively impact their community

UNDERSTANDING

Of cultural perspectives



I can show examples of how music has changed the world

PARTICIPATION

In cultural interactions



I can share how music can be beneficial to an individual..

¡Salud!

Level 1 **Benchmarks**

Souhegan High School

How do people maintain a healthy lifestyle around the world?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → **NOVICE HIGH**

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading about or listening to information about food and exercise in my country and in other countries.

I can understand information about recommendations for a healthy life.

I can understand what activities people engage in Spanish-speaking countries

INTERPERSONAL SKILLS

I can exchange information about my diet

I can ask and answer questions about what choices promote good health

I can exchange information about what I prefer to eat, should eat, need to eat in order to be healthy

I can exchange information about my physical activities

PRESENTATIONAL SKILLS

I can explain the similarities and differences regarding food habits in my country and in a Spanish speaking country

I can explain my diet and exercise habits and determine how to improve them if necessary

I can explain the activities people participate in the US and compare the to those in a Spanish-speaking country.

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research food habits and/or exercise habits in a Spanish speaking country

UNDERSTANDING

Of cultural perspectives



I can show examples of the role food plays in Spanish-speaking countries

PARTICIPATION

In cultural interactions




I can find and make a recipe of a popular food from a Spanish-speaking country

Environmental Challenges

Level 3 Benchmarks

What environmental challenges do we face around the world? How are they being addressed?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the relationship between nature and the environment.

I can understand the main ideas when people talk about the environment.

I can understand information when reading about environmental challenges.

INTERPERSONAL SKILLS

I can ask and answer questions about how people in the community and I impact our local environment.

I can have a conversation expressing my interest in environmental issues.

I can respond to an email message about the environment.

PRESENTATIONAL SKILLS

I can investigate and explain problems associated with the environment and make appropriate recommendations

I can compare and contrast environmental challenges in Spanish-speaking and local communities

I can create a public service announcement to remind the public about following good environmental practices

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about the environmental challenges in my community and in Spanish-speaking communities.

UNDERSTANDING

Of cultural perspectives



I can understand how environmental problems, challenges and solutions differ depending on the community in which one lives.

PARTICIPATION

In cultural interactions



I can propose solutions to a problem associated with the environment in a Spanish-speaking country.

It takes a village

What is community and how have I contributed?

Level 3 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading about or listening to someone describe a community
- I can obtain the main idea when people share the ways they have helped in a community
- I can interpret a map
- I can read a set of directions to a party and draw a map based upon them

INTERPERSONAL SKILLS

- I can share ideas about my community and how it compares to others
- I can ask and answer questions about places to visit and things to do in my community
- I can discuss how I have contributed to my community

PRESENTATIONAL SKILLS

- I can define community & my role in it
- I can explain the ways I have participated in my community
- I can share information about how I would like to participate in the future
- I can compare and contrast a Spanish-speaking city to my town
- I can explain how I could contribute to a Spanish-speaking community
- I can write a set of directions

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about organizations that work with Hispanic communities.

UNDERSTANDING

Of cultural perspectives



I can understand how needs change depending on the community in which you live.

PARTICIPATION

In cultural interactions



I can follow a Spanish-speaking country's tourism site on social media and understand the main idea of the posts

¡Me encanta la comida!

LEVEL 3 **Benchmarks**

¿Qué revela la comida sobre una cultura?

- ✓ I can use a variety of words & phrases on a range of familiar topics. I can begin to give more details and elaborate.
- ✓ I can combine words and phrases to create original sentences.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people talk about food and culture in their region
- I can understand a waiter and interpret a menu
- I can understand information about mealtimes, food & cultural values
- I can understand the benefits of the Mediterranean diet

INTERPERSONAL SKILLS

- I can exchange information about my food habits & make connections to the culture
- I can exchange information about traditional food habits in Spain and in a specific region of Spain
- I can exchange information about the Mediterranean diet and compare it to my own
- I can order in a restaurant

PRESENTATIONAL SKILLS

- I can present the food habits of people in the target culture
- I can present information about the benefits of the Mediterranean diet
- I can present information about how geographical location impacts food

How can I put my language skills to use?-HONORS

INVESTIGATION

Of products & practices



I can research traditional foods in a Spanish-speaking country and I can select authentic restaurants where I could eat that food

UNDERSTANDING

Of cultural perspectives



I can show examples of how food reflects the culture of a Spanish-speaking community

PARTICIPATION

In cultural interactions



I can recognize and imitate:

- **culturally accepted practices and behaviors in a restaurant**
- **culturally appropriate phrases related to food in many situations**

SPANISH LEVEL 3

Personal & Public Identities

Who Am I?

Souhegan High School

How does personal identity compare with public persona?

Level 3 Benchmarks

- I can understand the main idea on familiar topics that I hear and read.
- I can ask and answer questions about familiar topics.
- I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main ideas of songs in Spanish
- I can understand the main idea and some supporting details of biographies about famous Hispanic people when reading or listening
- I can follow a famous Spanish speaker on Twitter or FB
- I can understand the main idea when reading about personality traits

INTERPERSONAL SKILLS

- I can give details & elaborate when I introduce myself
- I can ask questions to get to know someone better in class
- I can share information about what I was like when I was little and ask others about what they were like
- I can share information & ask questions about famous Spanish speakers

PRESENTATIONAL SKILLS

- I can explain who I am and what I am like in different settings
- I can tell what I was like in the past and what I am like now
- I can share information about a famous Spanish speaker & explain their public & personal identities

How can I put my language skills to use? Honors Challenge

INVESTIGATION

of products & practices



I can research famous Spanish speakers and their online profiles

UNDERSTANDING

of cultural perspectives



I can show how understanding of a person's background & history may influence perceptions

PARTICIPATION

in cultural interactions



I can follow a famous Spanish speaker on Twitter or Facebook and understand the main idea of the posts

Art Influences the World

Souhegan High School

How does art reflect history and culture?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand information about art & beauty based on what I hear and read.

I can understand the intentions of the artist when analyzing art.

I can investigate how art reflects the history and culture.

INTERPERSONAL SKILLS

I can ask and answer questions about art.

I can discuss what art says about a culture.

I can share information & ask questions about famous Spanish-speaking artists, their works and their lives.

I can exchange ideas about how art and history relate.

PRESENTATIONAL SKILLS

I can show how art is a reflection of history and the culture of the time.

I can talk about the importance of art in Spanish-speaking culture.

I can give my opinion about how art is relevant in today's society.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research art and artists of a Spanish-speaking country and identify which museums I can to see the originals.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how art tells the story of a culture and period in history.

PARTICIPATION

In cultural interactions



I can compare and contrast Spanish and American works from a specific art movement in history.

Immigration

Souhegan High School



Level 4 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about moving.

I can understand how external forces influence people to move.

I can understand current immigration issues in Spanish-speaking countries.

INTERPERSONAL SKILLS

I can exchange personal information about moving.

I can discuss and defend where I come from and where I want to go.

I can share information & ask questions about Spanish-speaking teenagers.

PRESENTATIONAL SKILLS

I can compare universal themes of immigration across cultures.

I can share my knowledge and opinion about immigration issues.

I can explain and defend reasons for moving.

I can compare & contrast immigration issues in Spanish-speaking countries to those in my country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how past immigration issues affect Spanish-speaking countries.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of the issues systems face when people move.

PARTICIPATION

In cultural interactions



I can compare and contrast the importance of maintaining ethnic identity while assimilating to the new culture.

Money & Choices

Level 4 **Benchmarks**

Souhegan High School

What impact does the economy have on families and communities?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their school and job experiences.

I can understand predictable language and messages about how Spanish-speaking people spend and feel about money.

I can derive meaning from short, non-complex texts that convey basic information about the economy in Spanish-speaking countries.

INTERPERSONAL SKILLS

I can exchange personal information about the way I spend money.

I can ask questions to get to know someone better in class about their school and career goals.

I can share information & ask questions about Spanish-speaking teenagers.

PRESENTATIONAL SKILLS

I can explain the education choices I would make if I were a student in a Spanish-speaking country.

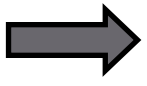
I can show that how I spend money is a reflection of what I value.

I can compare the way I experience education with that of a Spanish-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

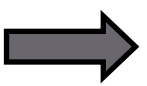
Of products & practices



I can research how Spanish-speaking high school students financially prepare for life after high school.

UNDERSTANDING

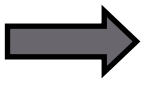
Of cultural perspectives



I can demonstrate my understanding of how people in a Spanish-speaking country spend money reflects their values.

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in the United States and in a Spanish-speaking country.

Our History, Ourselves

Level 4 **Benchmarks**

Souhegan High School

How does our past shape our present?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to information about biographical or historical information.

I can understand predictable language and messages about how important events in a Spanish-speaking country shape and impact the present.

I can understand current social issues in Spanish-speaking countries and how they are linked to the past.

INTERPERSONAL SKILLS

I can exchange personal information about my past with that of another person.

I can discuss past events.

I can exchange information with another person about historical events and how they compare with current events.

PRESENTATIONAL SKILLS

I can explain the connections between historical events and current events in a Spanish-speaking country.

I can share experiences I have had or choices I have made, or have been made by my family, and how they currently effect my life.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research Spanish colonization.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how Spanish colonization impacted the global community.

PARTICIPATION

In cultural interactions



I can compare and contrast the relationship between American historical events and those of a Spanish-speaking country.

My Place in the World

Level 4 Benchmarks

Souhegan High School

How can personal circumstances influence goals, values, hopes and dreams?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea and some supporting details of Spanish videos.
- I can understand the main idea of songs in Spanish.
- I can derive meaning from texts that convey basic information about cultural values in Spanish-speaking countries.
- I can investigate what my values say about who I am.

INTERPERSONAL SKILLS

- I can ask and answer questions about my childhood.
- I can discuss what values say about a culture.
- I can share information & ask questions about Spanish values.
- I can compare my childhood beliefs to those of my peers.

PRESENTATIONAL SKILLS

- I can explain who I am and where I come from.
- I can talk about my values.
- I can give my opinion about what makes a good friend.
- I can describe what my values say about who I am.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

of products & practices



I can research Spanish cultural values

UNDERSTANDING

of cultural perspectives



I can demonstrate my understanding of how the people and experiences around me influence my values

PARTICIPATION

in cultural interactions



I can compare and contrast and values from a Spanish-speaking country with American values.

Making Modern Connections

Souhegan High School

What are the effects of technology on the individual and society?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading or listening to people talk about technology.
- I can understand predictable language and messages about how Spanish-speaking people use technology.
- I can derive meaning from short, non-complex texts that convey basic information about technology in Spanish-speaking countries.

INTERPERSONAL SKILLS

- I can exchange personal information about the way I use technology.
- I can ask and answer questions about how my classmates and I feel about technology.
- I can share information & ask questions about how Spanish-speaking people use technology.

PRESENTATIONAL SKILLS

- I can compare and contrast the benefits of technology.
- I can demonstrate my opinion about technology.
- I can compare the way I experience technology with that of a Spanish-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how technology is influencing traditional cultures.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how technology has changed how people communicate.

PARTICIPATION

In cultural interactions



I can compare and contrast the advantages and disadvantages of online versus face-to-face communication.

Edant libum!

What does food reveal about a culture?

Level I Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can read passages in Latin and relate information about Roman culture
- I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax
- I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin
- I can demonstrate a knowledge of dining and ceremonies in ancient Rome

PRESENTATIONAL SKILLS

- I can identify English foods with Latin roots
- I can compare a ceremony from Roman culture with a comparable one in modern culture
- I can identify different types of Roman food.

INTERPERSONAL SKILLS

- I can create a menu for a Roman Banquet
- I can write an invitation to a party in Latin

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can collaborate with another class to an international affair where you could exchange recipes

UNDERSTANDING

Of cultural perspectives



I can eat like a Roman of a week and document my food intake with a food journal

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community

Esne mea mater?

What is the value of family and home in ancient societies?

Level I Benchmarks

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level → NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases, and simple sentences

I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax

I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin

I can demonstrate a basic knowledge of daily life

PRESENTATIONAL SKILLS

I can design floor plan of a Roman house

I can draw their family tree with pictures and label family members in Latin

I can create a narrative based on knowledge of the daily activities

I can label and diagram sentences

I can create sentences using flashcards and identify the parts of speech

INTERPERSONAL SKILLS

I can label the rooms of a Roman house in Latin

I can label family members in Latin

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can create a derivative tree with Latin house and family words in the stem and English words as the fruit

UNDERSTANDING

Of cultural perspectives



I can compare and contrast aspects of my own public and private lives to those of the Romans

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community

LATIN CURRICULUM

Souhegan High School

Locus, Locus, Locus!

How was geographic location important to economic, social, and political development of ancient Rome?

Level I Benchmarks

- I can understand simple phrases & sentences about daily topics that I hear and read.
- I can ask and answer simple and sometimes strings of questions about familiar topics.
- I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level  NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can read passages in Latin and relate information about Roman culture

I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax

I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin

I can demonstrate a knowledge of selected facts of history and geography of the ancient world

PRESENTATIONAL SKILLS

I can identify geography of Greece and the Roman empire Romanization

I can outline the route/voyages of historical and mythological characters

I can compare and contrast present day maps to the ancient maps

I can identify geography of Italy and the surrounding Mediterranean world

INTERPERSONAL SKILLS

I can create a travel brochure in Latin for an ancient city

I can label a map Rome and the Roman Empire

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can build my own empire.

UNDERSTANDING

Of cultural perspectives



I can make a timeline detailing the battles that the Romans fought to increase the size of their empire.

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community.

LATIN CURRICULUM

Souhegan High School

Somnium Iuvenis

How does my daily life compare to that of a Roman?

Level I Benchmarks

- I can understand simple phrases & sentences about daily topics that I hear and read.
- I can ask and answer simple and sometimes strings of questions about familiar topics.
- I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level **→** NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can read passages in Latin and relate information about Roman culture
- I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax
- I can demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin
- I can demonstrate a basic knowledge of daily life

PRESENTATIONAL SKILLS

- I can create a narrative based on knowledge of the daily activities
- I can compare a ceremony from Roman culture with a comparable one in modern culture
- I can create create a narrative based on knowledge of the daily activities

INTERPERSONAL SKILLS

- I can use captions and labels for comics and cartoons in Latin
- I can write a story in the character of an ancient Roman

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can collaborate with another class to an international affair where you could exchange customs

UNDERSTANDING

Of cultural perspectives



I can host a toga day where students act like Romans all day

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community

Vincens victorem

Level I Benchmarks

How did Greco-Roman art and architecture survive the test of time?

- ✓ I can understand simple phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer simple and sometimes strings of questions about familiar topics.
- ✓ I can present basic information in writing and speaking on familiar topics in simple sentences or strings of sentences

Proficiency Level  NOVICE MID

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can read passages in Latin and relate information about Roman culture
- I can demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax
- I can recognize basic architectural features and art forms of the Greeks and Romans
- I can recognize the Roman elements of architectural features of buildings today

PRESENTATIONAL SKILLS

- I can the types of columns, arches, buildings, monuments found in Roman culture and in present society
- I can compare and contrast present day buildings, customs, and institutions to those of ancient Rome

INTERPERSONAL SKILLS

- I can create a travel brochure in Latin for an ancient city
- I can compare modern city structures to the ancient ones

How can I put my language skills to use? Honors Choices

INVESTIGATION

Of products & practices



I can build a scale model, in Minecraft, of the Colosseum, Pantheon, a Roman aqueduct, or highway road system.

UNDERSTANDING

Of cultural perspectives



I can make my own Roman mosaic or fresco.

PARTICIPATION

In cultural interactions



I can present and exchange information about my language experience to others in the school/community.

AP AUDIT - FRENCH LANGUAGE & CULTURE

AP FRENCH LANGUAGE 2018-2019 Course Audit

This course will take a thematic approach. Our study will explore the six themes of Personal and Private Identities, Families and Communities, Science and Technology, Global Challenges, Beauty and Aesthetics and Contemporary Life. These themes are interwoven into instruction and will be led by essential questions that will guide our inquiry into each of these themes.

This course will build student's skill in communicating in real life situations using three modes of communication: interpersonal, interpretive and presentational. Students will be expected to interact with authentic French-language documents and a strong emphasis will be placed on the integration of skills. Grammatical, lexical and syntactical instructions will be imbedded in all instruction.

The class will be conducted entirely in French and students will make every effort to respond, question, discuss and debate in French.

- Students will be required to journal weekly. Entries will be coordinated with each theme and students will be allowed to make corrections as needed.

- Students will give an oral presentation for each theme and will be graded using the AP speaking guidelines.

- Students will write timed, in-class compositions to prepare for the persuasive essay portion of the AP exam and will be graded according to the AP persuasive writing guidelines.

- Students will write in a variety of formats, such as emails, letters to the editor, tabloid stories, creative stories and poems in order to become familiar with writing in different styles.

- Students will listen to a wide variety of native speakers from different areas of the French-speaking world to prepare for the listening portions of the AP exam. Listening selections will be chosen from podcasts, videos, songs, commercials, news segments and other authentic sources.

- Students will practice integrating multiple sources into their presentations to improve synthesis and critical analysis.

- Students will practice the dialogue and rejoinder sections of AP French: A Guide for the French Language Course.

INSTRUCTIONAL MATERIALS:

AP AUDIT - FRENCH LANGUAGE & CULTURE

- Ladd, Richard. AP French: Preparing for the Language and Culture Examination. Pearson, 2012.
- Ladd, Richard. Allons au-delà : La Langue et les Cultures du Monde Francophone. Pearson, 2012.
- Sturges, Nielsen, Herbst, Longman. Une fois pour toutes, Deuxieme Edition, White Plains, NH 1992.
- Herbst, Henry L., and Hale Sturges II. Par tout le monde francophone. Longman, 1996.
- Extracts and excerpts from literary sources as listed below
- Articles from Le Figaro, Le Monde, L'Actualité (Québec) and other French and Francophone journals and magazines
- Internet sites with a variety of information, such as www.tv5.fr, www.radiofrance.fr, and www.broadcast-live.com/francais.html
- A variety of francophone singers such as Francis Cabrel, Charlotte Gainsbourg, Amel Bent, Diam, Sinsemilia, Yves Duteil, Calogaro and Faudel, among others.

AP French Thematic Units 2018 -2019	
September/October	<p>Unit 1 – La quête de soi (Private and Personal Identities) Sub-themes : Alienation and assimilation</p> <ul style="list-style-type: none"> •Study vocabulary associated with immigration •Read a personal letter from the instructor •Write a personal letter in response •Grammar review : personal adjectives, adjective/noun agreement •Listen to the song « <i>If</i> » by Charlotte Gainsbourg (discussion of stereotypes and labeling people) •Read the poem « <i>Elle est elle</i> » by George Moustaki (discuss paradoxes) •Listen to song version of <i>Elle est elle</i> •Write a poem based on the style of <i>Elle est elle</i> (assessment) •Brainstorm a list of personal political beliefs • Watch music video entitled “<i>Ma philosophie</i>” by Amel Bent (discuss themes of personal identities and ethnic pride) •Cloze activity with <i>Ma philosophie</i> to check comprehension •Watch video clip <i>Je veux vivre</i> by Faudel •Brainstorm ideas about what students want in life, share in pairs and follow-up with group discussion •Respond orally to prompt: Quel est ton paradis personnel ? and Quel est ton enfer personnel? •Watch videoclip <i>Tout le Bonheur</i> du monde by Sinsemilla •Grammar: subjunctive •Cloze activity to check comprehension

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Write a poem or essay to describe personal wishes for others in their lives (assessment)•Read articles about how the French see themselves and how they define themselves culturally•Research immigration in France (trends and impacts)•Written comparison detailing immigration patterns, attitudes and beliefs, assimilation and alienation in France and the US (assessment)
November/December	<p>Unit 2: La famille et la communauté (Families and Communities) Sub-themes : Family, friendship and love</p> <ul style="list-style-type: none">•Group discussion about friendship and family, identify important vocabulary•Watch short film <i>Manon sur le bitume</i>•Discuss film for comprehension and sequence of events•With a partner, make a list of regrets Manon had, then imagine Manon had not died after the accident and determine if she would have been able to right those wrongs (discussion/debate)•Discuss personal regrets, opportunities lost•Grammar: Passé compose, imparfait (and comparative use of the two), plus-que-parfait•Present reading strategies for approaching unfamiliar texts•Read “<i>Qu’un ami véritable est une douce chose</i>” by Michel de Montaigne•Check comprehension with true/false statements•Read George Sand’s response to Montaigne’s position on women and friendship•Small group discussion on how persons of different sex, generations, cultural backgrounds, or political ideologies are able to establish close friendships. Present discussion to class.• Petit discours (brief oral presentation) on friendship (assessment)•Watch video clip of “<i>Ta main</i>” by Grégoire•Give students strips of the lyrics to song and have students put them in order as they listen•Discussion of love and regret / compare to themes and ideas presented in <i>Manon sur le bitume</i>•Listen to <i>Je l’aime à mourir</i> by Francis Cabrel• Cloze activity to check for comprehension•Debate: using French proverbs relating to family, love and friendship, in pairs students will explain the meaning behind the proverb and taking a pro and con position, debate the “truth” behind the proverb. (oral assessment)•Read the fairy tale <u>Barbe Bleue</u>” to introduce marriage into the discussion of love and regret•Comprehension questions / vocabulary from story

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Journaling: write about firmly-held American views on love, marriage, dating and family (Friday Quoi de neuf? topic for sharing)•Research on the family, love, dating, marriage and other social structures in France•Presentational speaking: compare and contrast the ideas of love, family and friendship in the US and France (assessment)•SKIT: spontaneous dialogue (interpersonal communication): Give students various conflict scenarios between friends, family members or a romantic partnership. Students have 3 minutes to read scenario and reflect, then must present a believable ad-lib dialogue•Possibly watch the film Barbe Bleue (1999) to introduce a surprising twist to the themes of love and marriage
December/January	<p>Unit 3: La vie contemporaine (Contemporary Life) Sub themes : marketing, advertising & economy</p> <ul style="list-style-type: none">•Class discussion about advertising, shopping and subliminal messaging.•In the text <u>Allons au-delà</u>, complete the pre-reading activities for <i>99 Francs</i> and review vocabulary•Read the article by Frédéric Beigneder entitled <i>99 Francs</i>• Using the post-reading questions, discuss the reading•Free write: give students the question “How does advertising control the consumer’s life?”. Give students 7 – 10 minutes to write their thoughts. Discuss.•Give students French magazines and ask them to find several examples of advertisements that appeal to our subconscious.(combination of activities from page 142 and 144 in <u>Allons au-delà</u>)•Students explain images and products to class•Listen to talk radio commentary on RFI about call centers at http://www.rfi.fr/emission/20101222-1-call-center-sommes-nous-bien-conseilles•Answer discussion/comprehension questions from text <u>Allons au-delà</u> – page 144•Journaling : Le travail idéal (p 144 in text) for Friday Quoi de neuf ? discussion•Read article <i>Apple introduit le blocage des publicités</i> dans Safari in text and answer multiple choice comprehension questions (homework)•Research where the French live. Divide students into small groups and have the research les bidonvilles, les HLM, la Cité, les immeubles, les maisons and les appartements (activity from page 165 in <u>Allons au delà</u>.)•Grammar : passé simple

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Read passage from <i>Les enfants du siècle</i> by Christiane Rochefort•Comprehension questions (discussion)•La culture devant soi : have students research the terms on page 157 in <u>Allons au-delà</u> and present what they find•Jeu de rôle : have students make up a small leaflet of the different types of homes available for sale in France. Include all of the pertinent sale information. With a partner, simulate an interaction between the real estate agent and buyer asking and answering questions about the property and subtly trying to convince the buyer to purchase a particular property (assessment)•Read the article <i>Qui sont les SDF</i> from the text <u>Allons au-delà</u> and answer multiple choice comprehension questions (homework)•5 paragraph essay concerning the ideas of home and homelessness through the thematic questions: <i>Do people judge one another according to the type or style of house they live in? In what ways? How does the place one lives in affect other decisions in life? What influence does a home have on an individual's quality of life?</i> (assessment)
January/February	<p>Unit 4: Les défis mondiaux (Global challenges) Sub themes : pollution and global warming</p> <p>For the global challenges unit, I will follow the curriculum model provided by the AP board entitled: <u>L'environnement : quels vœux pour notre planète?</u></p> <ul style="list-style-type: none">•Begin unit with a webbing/brainstorming activity to organize vocabulary associated with environment / discussion / classification of vocab•Show video of "Respire", song by Mickey 3D (www.mickey3d.com) without sound•students will write a short summary of clip for homework•Listen to the song / without lyrics and with lyrics•Discuss difficult vocab / Assign groups to interpret the meaning of sections of the song•Grammar: subjunctive & indicative mood•Making wishes for the future:•Watch clip from Jour de la Terre (Québec) « Faites un vœu pour la planète » / written assignment based on clip•Introduce La Polynésie française / basic information / map•Work with <i>Espace Grand Public</i> online (http://www.sep.pf)•Read poem "Sac en plastique" by Anthony Ducouret•Students will write their own poems modeled after "Sac en plastique"•Homework: work on the site "Jour de la Terre" (answering

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<p>questions)</p> <ul style="list-style-type: none">•Read articles « <i>Allô la Terre</i> » and « <i>Dansons pour la bonne cause avec Yann Perreau</i> »•Composition (presentational writing) / timed, in-class•Le Sénégal : introduce region and author Sada Weinde Ndiaye•Show slideshow of the images of the Sahel (www.sossahel.org/la_desertification/diaporama)•Read “<i>Cela aussi est une priere</i>” by Sada Weinde Ndiaye & complete comprehension questions in small groups•Differentiated project to demonstrate depth of understanding (samples on page 30 of curriculum model)•Power point project based on environmental topic of choice such as pollution, overpopulation, deforestation, etc• Le Congrès de Grenelle : students will read magazine article « <i>Ca m’interesse</i> »• Students will watch short film by Alain Bougrain Dubourg entitled « <i>La biodiversité</i> », followed by discussion of film and defining “biodiversity”• Summarizing what students have learned (journaling)•Watch youtube video about waste (www.youtube.com/watch?v=aphJApbwO_c)
March	<p>Unit 5: L’esthétique (Beauty and Aesthetics) Sub themes: Music and art</p> <ul style="list-style-type: none">• Open with discussion of essential questions: <i>Sur quoi repose notre perception de la beauté et de la créativité ? et Comment l’idéal de la beauté influence-t-il la vie de tous les jours ?</i>•Study vocabulary associated with the arts•Research: students will research different art movements such as l’art baroque, classique, romantique, réaliste, impressionniste et cubiste. Students will present a brief description of the movement and show several examples of the type of art and discuss the artist•Students will read an interview with Marion Cotillard from Le Figaro where she discusses playing Edith Piaf in the movie “<i>La Vie en Rose</i>”•Brief discussion about Edith Piaf and other important musical influences in France•Watch and discuss the movie “<i>La Vie en Rose</i>”•Differentiated activity to represent different periods of Edith Piaf’s life•Complete listening activities from <i>Sept jours sur la planète</i> that correspond to art, beauty and aesthetics•Journaling activity: <i>En quoi est-ce que la musique reflète notre culture ou d’autres cultures dans le monde ?</i>

AP AUDIT - FRENCH LANGUAGE & CULTURE

	<ul style="list-style-type: none">•Grammar: descriptive adjectives and adjective agreement; possessive pronouns & adjectives, demonstrative pronouns and adjectives
April/May	<p>Unit 6: La science et la technologie Sub-themes : Social networking and technology</p> <ul style="list-style-type: none">•Watch short film <i>Idole</i> by Benoît Masocco (intro vocab for film / follow-up discussion on sequence of events)•Discuss social networking and how it has changed the social context•Read article by Louis Asana « <i>Dites : Je t'M</i> » avec le pouce »•Read and discuss excerpt from Anna Gavalda's « <i>Je voudrais que quelqu'un m'attende quelque part</i> » and the use of cell phones and texting•Letter to the editor writing activity: Students write a letter to the editor defending cell phone use in the car or arguing for it to be banned•Set up blog for the class and post different topics for students to respond to concerning social networking and technology• Learn how to text in French (lesson from <i>The French Review</i>, December 2010)•Literature: read <i>Les Petits Caractères</i> by Andre Berthiaume•Writing: students write a tabloid story (students will be given different scenarios to write a tabloid story about)•Grammar : present and past conditional, si clauses <p>AP Exam practice</p>
June	<p>Post-AP activities</p> <ul style="list-style-type: none">• Selected topics in contemporary francophone culture and literature: inquiry based learning.•Projects related to selected topics in various formats: written, oral and with various technology tools

Let's Celebrate!

Souhegan High School

How do cultures celebrate meaningful life events?

Level 2 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their celebrations and holidays.

I can derive meaning from short, non-complex texts that convey basic information about various celebrations in French-speaking countries.

I can identify and compare different types of celebrations.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about my celebrations in my culture.

I can talk about my culture, my celebrations, and ask questions to someone about celebrations in their culture.

I can ask and answer questions about how and why celebrations begin in French-speaking countries.

I can ask & answer questions about the celebrations and holidays in French-speaking countries.

PRESENTATIONAL SKILLS

I can explain my celebrations and how it reflects my culture.

I can explain how celebrations and holidays are related to culture and why.

I can explain how people celebrated.

I can compare my celebrations to celebrations of the French-speaking world.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research celebrations in the French-speaking world and how they relate to their cultural values.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of the similarities and differences of various celebrations and holidays in the French-speaking world.

PARTICIPATION

In cultural interactions



I can explain about a certain celebration or holiday that "I attended." I can include supporting details such as, who, what, when, where, why, and how this event was celebrated.

Creating Responsible Citizens

Souhegan High School

How do people use technology around the world?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about how they use technology.

I can understand basic text language and messages in French.

I can derive meaning from short, non-complex texts that convey basic information about how people use technology in French-speaking countries.

INTERPERSONAL SKILLS

I can give personal information about the ways I spend time online.

I can ask and answer questions about how people use social media.

I can share and compare information about how French speaking teenagers use social media and technology in their lives.

PRESENTATIONAL SKILLS

I can communicate on social media using French.

I can share information about the positives and negatives about technology and how I use it.

I can compare the way I spend time using social media with that of a French-speaker.

I can explain how I can be safe on the Internet.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can follow French speakers on social media and see their tweets/posts in French and show understanding of their messages.

UNDERSTANDING

Of cultural perspectives



I can compare and contrast tweets from different French-speaking countries and identify trends.

PARTICIPATION

In cultural interactions



I can create posts in French incorporating the new language that I have learned.

Fashion & Self-Expression

Souhegan High School

What does fashion say about a culture?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when people talk or write about their fashion choices and identity

I can derive meaning from short, non-complex texts that convey basic information clothing styles and preferences

I can understand clothing words, patterns, designs and fashion influences when reading or listening.

INTERPERSONAL SKILLS

I can understand & respond to basic questions about clothing, fashion and preferences.

I can ask and answer questions about clothing, fashion trends, design and influences.

I can ask and answer questions about personal preferences.

I can ask and respond to questions in a store.

PRESENTATIONAL SKILLS

I can explain how I dress and what it says about me

I can explain some fashion trends of people in French-speaking countries

I can compare my typical look with someone in a French-speaking country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French-speaking fashion designers and share about their life and influences

UNDERSTANDING

Of cultural perspectives



I can understand the similarities and differences of how various French-speaking cultures influence our fashion

PARTICIPATION

In cultural interactions



I can follow famous French-speaking YouTubers and compare and contrast them to famous English-speaking YouTubers

My Social Life

Souhegan High School

How does the way we spend time reflect the values of a community?

Level 2 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → *Novice High*

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their hobbies and pastimes.

I can understand predictable language and messages about how teens spend their free time.

I can derive meaning from short, non-complex texts that convey basic information about values in French-speaking countries.

INTERPERSONAL SKILLS

I can give personal information about the way I spend time.

I can ask questions to get to know someone better in class about their hobbies and what they do.

I can share information & ask questions about French teenagers

PRESENTATIONAL SKILLS

I can explain what is important to me and how I use my free time.

I can share information about my daily life and what I value.

I can show that how I spend time is a reflection of what I value.

I can compare the way I spend time with that of a French-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can follow a French-speaker on social media to learn and understand how they spend their time and show how this ties to their values

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how French people spend their time reflects their values

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in the United States and in a French-speaking country.

Breaking Stereotypes

Souhegan High School

How do we see the world? How does the world see us? What can we learn from each other?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand key words, cognates and formulaic phrases about stereotypes

I can understand predictable language and messages when listening to French-speaking videos

I can derive meaning from short, non-complex texts that convey basic information about in French-speaking countries and their perspectives

INTERPERSONAL SKILLS

I can express what I used to do, what I used to like and what I used to believe

I can ask questions to get to know someone better and understand what they used to be like

I can participate in conversations about beliefs & stereotypes

PRESENTATIONAL SKILLS

I can explain what I was like when I was little

I can explain what I used to believe

I can compare stereotypes that people have of Americans to stereotypes that Americans have of others

I can express the dangers of stereotypes

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French-speaking teenagers and attitudes they hold about the world around them

UNDERSTANDING

Of cultural perspectives



I can demonstrate understanding about the dangers of stereotyping people and what I can do personally to change others' negative perspectives

PARTICIPATION

In cultural interactions



I can compare and contrast stereotypes French-speaking countries have of other French-speaking countries & explain why they exist

My Daily Life

Souhegan High School

How does my life compare to that of a French speaking teenager?

Level 2 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using words, phrases & simple sentences.

Proficiency Level → Novice High

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand key words, cognates and formulaic phrases of a French story about daily life in France.
- I can understand predictable language and messages when listening to French videos.
- I can derive meaning from short, non-complex texts that convey basic information about French life for teenagers.

INTERPERSONAL SKILLS

- I can introduce myself and give personal information
- I can ask questions to get to know someone better in class
- I can share information & ask questions about French teenagers

PRESENTATIONAL SKILLS

- I can explain who I am and what I do at home.
- I can share information about my daily life and where I live.
- I can compare my life with that of a French-speaking teenager.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research typical daily life for French teenagers

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of French home life

PARTICIPATION

In cultural interactions



I can compare and contrast daily life of French-speaking teenagers with another person's or my own

Environmental Challenges

Level 3 Benchmarks

What environmental challenges do we face around the world? How are they being addressed?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → *Intermediate Low*

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the relationship between nature and the environment.
- I can understand the main ideas when people talk about the environment.
- I can understand information when reading about environmental challenges.

INTERPERSONAL SKILLS

- I can ask and answer questions about how people in the community and I impact our local environment.
- I can have a conversation expressing my interest in environmental issues.
- I can respond to an email message about the environment.

PRESENTATIONAL SKILLS

- I can investigate and explain problems associated with the environment and make appropriate recommendations
- I can compare and contrast environmental challenges in Francophone and American communities
- I can create a public service announcement to remind the public about following good environmental practices

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about the environmental challenges American and Francophone communities face.

UNDERSTANDING

Of cultural perspectives



I can understand how environmental problems, challenges and solutions differ depending on the community in which one lives.

PARTICIPATION

In cultural interactions



I can propose solutions to a problem associated with the environment in a Francophone country.

It takes a village

What is community and how do I participate in it?

Level 3 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading about or listening to someone describe a community
- I can obtain the main idea when people share the ways they have helped in a community
- I can interpret a map

INTERPERSONAL SKILLS

- I can share ideas about my community and how it compares to others
- I can ask and answer questions about places to visit and things to do in my community
- I can discuss how I have contributed to my community

PRESENTATIONAL SKILLS

- I can define community & my role in it
- I can explain the ways I have participated in my community
- I can share information about how I would like to participate in the future
- I can compare and contrast a French-speaking city to my town

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about French communities and compare them with my own.

UNDERSTANDING

Of cultural perspectives



I can understand how needs change depending on the community in which you live.

PARTICIPATION

In cultural interactions



I can follow a French-speaking country's tourism site on social media and understand the main idea of the posts

J'adore la nourriture!

Qu'est-ce que la nourriture relève d'une culture?

Level 3 **Benchmarks**

- ✓ I can understand phrases & sentences about daily topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when people talk about food & food culture
- I can understand a waiter
- I can understand information about food & recipes based on what I hear and what I read
- I can understand the components of different diets

INTERPERSONAL SKILLS

- I can exchange information about my food habits
- I can exchange information about food habits in French-speaking countries
- I can exchange information about the European diet and compare it to my own
- I can order in a restaurant

PRESENTATIONAL SKILLS

- I can present the food habits of people in the target culture
- I can present information about the benefits and disadvantages of different types of diets
- I can follow a recipe to create an authentic French food item

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research traditional foods in different regions of France and other French-speaking countries and select authentic restaurants

UNDERSTANDING

Of cultural perspectives



I can show examples of how food reflects a culture

PARTICIPATION

In cultural interactions



I can recognize and imitate:

- **culturally accepted practices and behaviors in a restaurant**
- **culturally appropriate phrases related to food in many situations**

Staying Healthy

Level 3 Benchmarks

How do people take care of themselves and others in francophone cultures?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level → *Intermediate Low*

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand a few details of nutritional recommendations
- I can understand the main ideas when people or professionals talk about an injury
- I can interpret PSAs as they relate to health and wellness
- I can understand and fill out basic medical information
- I know what to do in case of emergency

INTERPERSONAL SKILLS

- I can share ideas about staying healthy and how it compares to others
- I can ask and answer questions about my general health or inquire about the health of others
- I can make or accept recommendations about healthy behavior

PRESENTATIONAL SKILLS

- I can make a presentation related to public health or safety
- I can talk to a medical professional and explain my symptoms
- I can describe an accident and explain what happened
- I can compare and contrast health care systems in Francophone and American communities

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can investigate and learn about health care systems in American and Francophone communities.

UNDERSTANDING

Of cultural perspectives



I can understand how health and wellness differ depending on the community in which one lives.

PARTICIPATION

In cultural interactions



I can make appropriate decisions about my health and my family's health while traveling in a Francophone country.

Le pouvoir de la musique

Level 3 Benchmarks

Souhegan High School

Comment est-ce que la musique peut avoir une influence positive sur la communauté?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Goal → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea about how the power of music can bring about change

I can understand when I read and hear about a musician's life and what influences their music

I can understand the main idea of songs in French.

INTERPERSONAL SKILLS

I can exchange information about popular musicians

I can provide information about how music has helped bring about change in my community

I can ask and answer questions about a musician & how they impact their community

I can exchange information about what music I prefer and explain why I prefer it

PRESENTATIONAL SKILLS

I can present information about a French-speaking musician & share the message of their music

I can compare and contrast French-speaking musicians & their role in the community with English speaking musicians

I can present song lyrics and share what they mean and give context to the message of the music

How can I put my language skills to use?

INVESTIGATION

Of products & practices



I can research famous French-speaking musicians to see how they positively impact their community

UNDERSTANDING

Of cultural perspectives



I can show examples of how music has changed the world.

PARTICIPATION

In cultural interactions



I can share how music can be beneficial to an individual.

Who am I?

Souhegan High School

How does personal identity compare with public persona?

Level 3 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about familiar topics.
- ✓ I can present information in writing and speaking on familiar topics using strings of sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main ideas of poetry and songs in French.
- I can understand the main idea and some supporting details of biographies about famous Francophone people when reading or listening
- I can follow a famous French speaker on Twitter or FB
- I can understand the main idea when reading about personality traits.

INTERPERSONAL SKILLS

- I can give details & elaborate when I introduce myself
- I can ask questions to get to know someone better in class
- I can share information about what I was like when I was little and ask others what they were like
- I can share information & ask questions about famous French speaking people

PRESENTATIONAL SKILLS

- I can explain who I am and what I am like in different settings
- I can tell what I was like in the past and what I am like now
- I can share information about a famous French speaker & explain their public & personal identities

How can I put my language skills to use? Honors Challenge

INVESTIGATION

Of products & practices



I can research famous French-speaking people and talk about their impact on the target culture

UNDERSTANDING

Of cultural perspectives



I can show how understanding a person's background & history may influence perceptions

PARTICIPATION

In cultural interactions



I can follow a famous French speaker on Twitter or Facebook and understand the main idea of the posts

Art Influences the World

Souhegan High School

How does art reflect history and culture?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand information about art & beauty based on what I hear and read.

I can understand the intentions of the artist when analyzing art.

I can investigate how art reflects the history and culture.

INTERPERSONAL SKILLS

I can ask and answer questions about art.

I can discuss what art says about a culture.

I can share information & ask questions about famous French-speaking artists, their works and their lives.

I can exchange ideas about how art and history relate.

PRESENTATIONAL SKILLS

I can show how art is a reflection of history and the culture of the time.

I can talk about the importance of art in francophone culture.

I can give my opinion about how art is relevant in today's society.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research art and artists of a francophone country and identify which museums I can see the originals.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how art tells the story of a culture and period in history.

PARTICIPATION

In cultural interactions



I can compare and contrast French and American works from a specific art movement in history.

Immigration

Souhegan High School



Level 4 **Benchmarks**

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading or listening to people talk about moving.
- I can understand how external forces influence people to move.
- I can understand current immigration issues in francophone countries.

INTERPERSONAL SKILLS

- I can exchange personal information about moving.
- I can discuss and defend where I come from and where I want to go.
- I can share information & ask questions about French teenagers.

PRESENTATIONAL SKILLS

- I can compare universal themes of immigration across cultures.
- I can share my knowledge and opinion about immigration issues.
- I can explain and defend reasons for moving.
- I can compare & contrast immigration issues in francophone countries to those in my country.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how past immigration issues affect francophone countries.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of the issues systems face when people move.

PARTICIPATION

In cultural interactions



I can compare and contrast the importance of maintaining ethnic identity while assimilating to the new culture.

Money & Choices

Souhegan High School

What impact does the economy have on families and communities?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to people talk about their school and job experiences.

I can understand predictable language and messages about how French people spend and feel about money.

I can derive meaning from short, non-complex texts that convey basic information about the economy in French-speaking countries.

INTERPERSONAL SKILLS

I can exchange personal information about the way I spend money.

I can ask questions to get to know someone better in class about their school and career goals.

I can share information & ask questions about French teenagers.

PRESENTATIONAL SKILLS

I can explain which bac I would take and why if I were a French high school student.

I can show that how I spend money is a reflection of what I value.

I can compare the way I experience education with that of a French-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how French high school students financially prepare for life after high school.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how French people spend money reflects their values.

PARTICIPATION

In cultural interactions



I can compare and contrast cultural values in the United States and in a French-speaking country.

Our History, Ourselves

Level 4 **Benchmarks**

Souhegan High School

How does our past shape our present?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → *Intermediate Low*

What will I be able to do with the language?

INTERPRETIVE SKILLS

I can understand the main idea when reading or listening to information about biographical or historical information.

I can understand predictable language and messages about how important events in a French-speaking country shape and impact the present.

I can understand current social issues in Francophone countries and how they are linked to the past.

INTERPERSONAL SKILLS

I can exchange personal information about my past with that of another person.

I can discuss past events.

I can exchange information with another person about historical events and how they compare with current events.

PRESENTATIONAL SKILLS

I can explain the connections between historical events and current events in a French-speaking country.

I can share experiences I have had or choices I have made, or have been made by my family, and how they currently effect my life.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French colonization.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how French colonization impacted the global community.

PARTICIPATION

In cultural interactions



I can compare and contrast the relationship between French and American historical events.

My Place in the World

Level 4 **Benchmarks**

Souhegan High School

How can personal circumstances influence goals, values, hopes and dreams?

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level → Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea and some supporting details of French videos.
- I can understand the main idea of songs in French.
- I can derive meaning from texts that convey basic information about French cultural values.
- I can investigate what my values say about who I am.

INTERPERSONAL SKILLS

- I can ask and answer questions about my childhood.
- I can discuss what values say about a culture.
- I can share information & ask questions about French values.
- I can compare my childhood beliefs to those of my peers.

PRESENTATIONAL SKILLS

- I can explain who I am and where I come from.
- I can talk about my values.
- I can give my opinion about what makes a good friend.
- I can describe what my values say about who I am.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research French cultural values

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how the people and experiences around me influence my values

PARTICIPATION

In cultural interactions



I can compare and contrast French and American values

Making Modern Connections

Souhegan High School

What are the effects of technology on the individual and society?

Level 4 Benchmarks

- ✓ I can understand the main idea on familiar topics that I hear and read.
- ✓ I can ask and answer questions about a range of familiar topics.
- ✓ I can present information in writing and speaking on a range of familiar topics using strings of simple sentences.

Proficiency Level  Intermediate Low

What will I be able to do with the language?

INTERPRETIVE SKILLS

- I can understand the main idea when reading or listening to people talk about technology.
- I can understand predictable language and messages about how French people use technology.
- I can derive meaning from short, non-complex texts that convey basic information about technology in French-speaking countries.

INTERPERSONAL SKILLS

- I can exchange personal information about the way I use technology.
- I can ask and answer questions about how my classmates and I feel about technology.
- I can share information & ask questions about how French-speaking people use technology.

PRESENTATIONAL SKILLS

- I can compare and contrast the benefits of technology.
- I can demonstrate my opinion about technology.
- I can compare the way I experience technology with that of a French-speaker.

How can I put my language skills to use? - Honors Challenge

INVESTIGATION

Of products & practices



I can research how technology is influencing traditional cultures.

UNDERSTANDING

Of cultural perspectives



I can demonstrate my understanding of how technology has changed how people communicate.

PARTICIPATION

In cultural interactions



I can compare and contrast the advantages and disadvantages of online versus face-to-face communication.

GRADE 9 ELA

Unit Title	1. It's Complicated: The American Teenager	2. Take a Poem and Hold it up to the Light	3. Everybody is Guilty of Something: Detective Fiction and Society	4. The Trap: Native American Culture in a Changing America	5. Tales from Outer Suburbia
Essential Questions	"Who am I? Where am I going?"	How can a spoken performance best honor the poem's voice?	Why are we fascinated with stories of crime, real or imagined?	How does the relationship between humans and the natural world change as society changes?	How can looking at something through a different lens reveal new perceptions and understandings?
Big Ideas/Enduring Understandings	Teenage identities are multifaceted and dynamic.	Poetry is a powerful tool to express emotion and complex ideas.	Crimes reveal the complex nature of the human psyche and the strong effect circumstances have on human behavior.	What does American culture mean? Does the 'melting pot' of American culture truly embrace different sub-	Even places and people that seem simple can reveal complexities.
	The teenage experience is a period of intense personal growth that involves struggle and learning through doing. These experiences can help provide meaningful pathways to the future.	Recitation provides students with an authentic experience within the medium	Interest in crime stories and mysteries endures in society.	Humans have an intimate and shifting relationship with the environment.	Figurative language can add a new layer of meaning beyond the literal interpretation of a text.
	Our identities, perspectives and attitudes are informed by significant people, places and moments in our lives.	Different audiences and purposes require different tone and language to successfully convey	Authors use tropes of detection and mystery to engage, entertain and intrigue their audience.	American culture has various meanings.	Suburbia can be a distorted view of American values.
	Writing routinely improves fluency, stamina and confidence.	Poets employ specific techniques in		The American identity is vast in scope but also includes many smaller facets	
	Memoir, personal essays and other writing helps address issues of self and identity. Life experiences provide fuel for meaningful narratives.	Collaboration and feedback contribute to a polished performance.			
	Mentor texts inspire writing and help students become better writers and lay a firm foundation for more intensive work with more complex texts.				
	Different stories, occasions, audiences and purposes require different tone and language to successfully convey experiences.				
	Narratives are enriched by a resolution/conclusion.				

GRADE 9 ELA

Unit Title		1. It's Complicated: The American Teenager					2. Take a Poem and Hold it up to the Light			3. Everybody is Guilty of Something: Detective Fiction and Society				4. The Trap: Native American Culture in a Changing America				5. Tales from Outer Suburbia			
W.9-10.2.e	2																				
W.9-10.2.f	3																				
W.9-10.3.a	4																				
W.9-10.3.b	1																				
W.9-10.3.c	2																				
W.9-10.3.d	4																				
W.9-10.3.e	1																				
W.9-10.4	5																				
W.9-10.5	1																				
W.9-10.6	2																				
W.9-10.7	1																				
W.9-10.8	1																				
W.9-10.9.a	1																				
W.11-12.9.b	0																				
W.9-10.10	2																				
SL.9-10.1.a	1																				
SL.9-10.1.b	1																				
SL.9-10.1.c	1																				
SL.9-10.1.d	1																				
SL.9-10.2	2																				
SL.9-10.3	0																				
SL.9-10.4	1																				
SL.9-10.5	1																				
SL.9-10.6	2																				
L.9-10.1.a	8																				
L.9-10.1.b	7																				
L.9-10.2	8																				
L.9-10.2.a	3																				
L.9-10.2.b	3																				
L.9-10.2c	5																				
L.9-10.3	2																				
L.9-10.4.a	1																				
L.9-10.4.b	1																				
L.9-10.4.c	0																				
L.9-10.4.d	0																				
L.9-10.5.a	6																				
L.9-10.5.b	5																				
L.9-10.5.c	1																				
L.9-10.6	4																				
WSP Collaboration	0																				
WSP Communication	1																				
WSP Self-Direction	1																				
WSP Creativity	1																				

GRADE 10 ELA

Unit Title		1. Digging Into the American Dream	2. For Richer or Poorer: An exploration of social and economic identity.	3. The Power of Story	4. The Other	5. Poetic Justice: The Rights Worth Fighting For	6. All The World's Afraid	7. Young minds, Big Solutions (Choice with Bio Ethics)	7. Bio Ethics (Choice with Young Minds, Big Solutions)
Competency		Standards							
Reading Literature	RL.9-10.1								
	RL.9-10.2								
	RL.9-10.3								
	RL.9-10.4								
	RL.9-10.5								
	RL.9-10.6								
	RL.9-10.7								
	RL.9-10.8	Not applicable to literature							
	RL.9-10.9								
	RL.9-10.10								
Reading Informational Text	RI.9-10.1								
	RI.9-10.2								
	RI.9-10.3								
	RI.9-10.4								
	RI.9-10.5								
	RI.9-10.6								
	RI.9-10.7								
	RI.9-10.8								
	RI.9-10.9								
	RI.9-10.10								
Argument Writing	W.9-10.1.a								
	W.9-10.1.b								
	W.9-10.1.c								
	W.9-10.1.d								
	W.9-10.1.e								
Explanatory Writing	W.9-10.2.a								
	W.9-10.2.b								
	W.9-10.2.c								
	W.9-10.2.d								
	W.9-10.2.e								
	W.9-10.2.f								
Narrative Writing	W.9-10.3.a								
	W.9-10.3.b								
	W.9-10.3.c								
	W.9-10.3.d								
	W.9-10.3.e								
Writing Process	W.9-10.4								
	W.9-10.5								
	W.9-10.6								
	W.9-10.7								
Inquiry, Research & Tech-nology	W.9-10.8								
	W.9-10.9.a								
	W.9-10.9.b								
	W.9-10.10								

GRADE 10 ELA

Unit Title		1. Digging Into the American Dream	2. For Richer or Poorer: An exploration of social and economic identity.	3. The Power of Story	4. The Other	5. Poetic Justice: The Rights Worth Fighting For	6. All The World's Afraid	7. Young minds, Big Solutions (Choice with Bio Ethics)	7. Bio Ethics (Choice with Young Minds, Big Solutions)
Speaking & Listening	SL.9-10.1.a								
	SL.9-10.1.b								
	SL.9-10.1.c								
	SL.9-10.1.d								
	SL.9-10.2								
	SL.9-10.3								
	SL.9-10.4								
SL.9-10.5									
SL.9-10.6									
Language	L.9-10.1								
	L.9-10.2								
	L.9-10.3								
	L.9-10.4								
	L.9-10.4.a								
	L.9-10.4.b								
	L.9-10.4.c								
	L.9-10.4.d								
	L.9-10.5								
	L.9-10.5.a								
L.9-10.5.b									
L.9-10.6									
WSP	Creativity								
	Communication								
	Collaboration								
	Self-Direction								

Grade 11 ELA

Unit	Missing the Marquez: When Honor Becomes Horror	You're Not the Boss of Me: Control and Rebellion	Poetry Out Loud: The Power of a Poem Out Loud	"I.D. Please": Names, Identity, Culture, and Power	The Danger of a Single Story: Emerging Continents & Regions	Becoming the Bard: A study of power in Shakespeare	The Graphic Novel: A study of marginalized voices
Essential Questions	How does Marquez distort the Latin American sense of honor in order to challenge it as a highly prized cultural value?	How are young peoples' lives influenced by the government of the country in which they live? What is the relationship between imagination, freedom and discovery? (How does government and culture influence the coming of age of young people?) How does coming of age in a repressive and dictatorial context change the experience? (How does power impact discovery of self?)	What is the Power of a Poem Out Loud? Beyond Analysis: How does a poem both mystify and demystify?	How do names both create and reflect identity?	How do contemporary African voices challenge your perception of Africa? How have Africans retained their identities in the face of colonization and its aftermath?	What defines power? How is power used to persuade and manipulate?	How do artists and writers make sense of a conflicted world? How do artists and writers express the strength of the human spirit to overcome adversity?
						What themes of human nature endure the test of time?	What is universal in the human experience?
						How is a play a powerful form of exploration?	
Big Ideas/Enduring Understandings	Students will understand the idea of the grotesque and how cultural values are established around the idea of honor.	Students will understand that the individual is influenced by their culture, place and time.	Memorization and recitation of a poem deepens understanding and appreciation of a poem.	Students will know that name and culture play into who they will become and how the world may view them.	There is a diversity of African voices illustrating its diverse values, history, and experience.	There are important differences between social and personal power.	Students will understand that there are universal responses to suffering.
	Students will develop an understanding of how culture and societal structures - such as gender roles, race, religion - are sometimes used to justify violence.	Students will understand the varying powers education has on controlling, creating, and critiquing a society.	Using annotations to actively read deepens understanding and appreciation of a poem.	Students will understand how authors use varying narrative voices to explore identity.	Colonization sought to impose a single, dominant, foreign narrative.	There is power in language; knowing how to use and manipulate language gives you power. Language (rhetoric of ethos/pathos/logos) can be used to manipulate and persuade.	Students will understand that the power of the human spirit can overcome great adversity.
	Students will develop an understanding of the relationship and tensions between the nature of truth and memory recollection.	Students will understand how authors use allusion, sarcasm, and symbolism to develop a novel.	Exploring voice and tone in a poem allows a reader to imagine and explore human and non-human possibilities.	Students will understand the multiple facets of how personal identity is created through family, race, culture, and society.	Contemporary African literature seeks to re-emphasize its traditional values.	Shakespeare uses structures and conventions to create his powerful tragedies.	Students will understand the unique qualities of the graphic novel medium.
		Students will understand that the idea of "coming of age" is both universal and particular to a time, culture and place. Students will understand the unique role of youth in the Chinese Cultural Revolution.	The style or dynamics of a poem (rhythm, cadence, breaks and punctuation) inform the meaning and performance of a poem. Researching different aspects of a poem (author's bio, context, allusions, etc.) deepens a reader's appreciation and understanding of the poem.		Contemporary African literature seeks to assert its independence. Community is a central value reflected in contemporary African literature.	Certain themes of human nature like power and revenge are universal and stand the test of time.	Graphic novels can serve as an effective medium to portray emotional stories through visuals.

Grade 11 ELA

Unit		Missing the Marquez: When Honor Becomes Horror	You're Not the Boss of Me: Control and Rebellion	Poetry Out Loud: The Power of a Poem Out Loud	"I.D. Please": Names, Identity, Culture, and Power	The Danger of a Single Story: Emerging Continents & Regions	Becoming the Bard: A study of power in Shakespeare	The Graphic Novel: A study of marginalized voices
Competencies	Reading Literature							
	Reading Informational Texts							
	Writing Arguments							
	Explanatory Writing							
	Narrative Writing							
	Speaking & Listening							
	Language							
	Writing Process (w Techn)							
	Inquiry & Research							
CCSS Strands	Standards							
Reading Literature	RL.11-12.1							
	RL.11-12.2							
	RL.11-12.3							
	RL.11-12.4							
	RL.11-12.5							
	RL.11-12.6							
	RL.11-12.7							
	RL.11-12.8							
	RL.11-12.9	Not applicable to Literature Not applicable to grade 11 World Literature						
Range of Reading	RL.11-12.10							
Reading Informational Text	RI.11-12.1							
	RI.11-12.2							
	RI.11-12.3							
	RI.11-12.4							
	RI.11-12.5							
	RI.11-12.6							
	RI.11-12.7							
	RI.11-12.8	Not applicable to grade 11 World Literature Not applicable to grade 11 World Literature						
RI.11-12.9	Not applicable to grade 11 World Literature Not applicable to grade 11 World Literature							
Range of Reading Info	RI.11-12.10							
Writing Arguments	W.11-12.1.a							
	W.11-12.1.b							
	W.11-12.1.c							
	W.11-12.1.d							
	W.11-12.1.e							
Writing Explanatory/ Informative Texts	W.11-12.2.a							
	W.11-12.2.b							
	W.11-12.2.c							
	W.11-12.2.d							
	W.11-12.2.e							
	W.11-12.2.f							
Writing Narratives	W.11-12.3.a							
	W.11-12.3.b							
	W.11-12.3.c							
	W.11-12.3.d							
	W.11-12.3.e							
Writing Process	W.11-12.4							
	W.11-12.5							

Grade 11 ELA

Unit		Missing the Marq-uez: When Honor Becomes Horror	You're Not the Boss of Me: Control and Rebellion	Poetry Out Loud: The Power of a Poem Out Loud	"I.D. Please": Names, Identity, Culture, and Power	The Danger of a Single Story: Emerging Continents & Regions	Becoming the Bard: A study of power in Shakespeare	The Graphic Novel: A study of marginalized voices
Use of Technology	W. 11-12.6							
Research	W. 11-12.7							
	W. 11-12.8							
Apply reading standards to Literature	W. 11-12.9.a							
Apply reading standards to literary non-fiction	W. 11-12.9.b							
Range of Writing	W. 11-12.10							
Speaking & Listening	SL. 11-12.1.a							
	SL. 11-12.1.b							
	SL. 11-12.1.c							
	SL. 11-12.1.d							
	SL. 11-12.2							
	SL. 11-12.3							
	SL. 11-12.4							
	SL. 11-12.5							
Language	L. 11-12.1.a							
	L. 11-12.1.b							
	L. 11-12.2.a							
	L. 11-12.2.b							
	L. 11-12.3							
	L. 11-12.4.a							
	L. 11-12.4.b							
	L. 11-12.4.c							
	L. 11-12.4.d							
	L. 11-12.5							
	L. 11-12.5.a							
	L. 11-12.5.b							
	L. 11-12.6							
WSP	Creativity							
	Communication							
	Collaboration							
	Self-Direction							

Grade 12 Ethics

Unit Title	Intro to Leadership – Who are you relative to others?	Understanding the power of Language (good critical thinking part 1)	What do We Know About Our thinking as Humans? (good critical thinking part 2)	Who Are We in Groups and Communities	How Should We Live?	Applied Ethics	Globalization	Justice, Violence and Poverty	Peace, Reconciliation and Resolution
Essential Questions	Who are you?	You said what? Why? How?	How does our perspective impact our understanding of the world?	Why is a sense of belonging so important?	When can ambitions sometimes seem like indifference?	What is moral happiness? What is good?	Is our greatest danger to feel, or	How do the choices we make as individuals impact who we are as a community (see big discussion 2016)	How do you create an empathetic society
Enduring Understandings/ Big Ideas	Students will develop an understanding of how conviction leads to purpose.	Students will understand the components of rhetoric	Students will understand how a narrow cultural perspective inhibits thinking	Students will understand how to identify diversity within groups (sameness/ likeness)	Students will understand what values are - objective and subjective thought	Students will understand the relationship between Good and Happiness.	Students will understand the themes of progress and technology.	Students will understand the themes of progress and technology.	Students will understand the ethics of care
	Students will understand the importance of Academic discourse	Students will understand how language impacts culture and culture impacts language	Students will understand the elements of fiction	Student will understand how direct and indirect communication affects dynamics	Students will understand the difference between freewill and determinism.	Sophism	Students will understand the historic relevance of the industrial revolution	Students will understand the historic relevance of the industrial revolution	Students will understand the importance of social responsibility
	Students will understand the Elements of non-fictions	Students will understand the relationship between language and power	Students will understand the role and purpose of analysis	Students will understand the differences of Western Culture within the world.	Students will understand the relationship between Good and Happiness.	Socrates	Students will understand the analysis or the new trends of capitalism (Adam Smith and the new trends of predatory capitalism)	Students will understand the analysis or the new trends of capitalism (Adam Smith and the new trends of predatory capitalism)	Students will understand that the development of oneself is a lifelong endeavor.
	Student will understand the foundations of argument	Student will develop an understanding of how language can manipulate thought.	Students will understand the role and purpose of comparative literature	Students will understand what people value in different cultures -- Happiness	Sophism	Aristotle	Imperialism	Imperialism	Students will understand how to communicate personal values in a multi genre treatise
	Students will understand the elements of true leadership (Leadership)	Students will understand the differences in poor thinking tendencies/ weaknesses	Students will understand how to write a literary analysis	Student will understand how to write an extended definition	Socrates	Epicurus	Nationalism	Nationalism	
Students will understand the relationship between motivation and performance	Student will analyze the major trends in human behavior	Students will understand how to define knowledge and reality	Students will understand the cultural and intellectual impact of Romanticism	Aristotle	Marcus Aurelius	Definition of globalization and markets - the ethics of markets	Definition of globalization and markets - the ethics of markets		

Grade 12 Ethics

Unit Title	Intro to Leadership – Who are you relative to others?	Understanding the power of Language (good critical thinking part 1)	What do We Know About Our thinking as Humans? (good critical thinking part 2)	Who Are We in Groups and Communities	How Should We Live?	Applied Ethics	Globalization	Justice, Violence and Poverty	Peace, Reconciliation and Resolution
Enduring Understandings/ Big Ideas		Students will understand the concept of wisdom as way of thinking	<p>Students will understand the relationship between same and change</p> <p>Students will understand the core or essence of a thing (abstract and concrete)</p> <p>Students will understand the relationship between perception and perspective.(aesthetics object identification)</p> <p>Students will understand how value continuums and moral development impact thinking</p>	Students will understand the components of a philosophical/ psychological analysis	<p>Epicurus</p> <p>Marcus Aurelius</p> <p>Stoics</p> <p>Students will understand the impact of nature in the sublime</p> <p>Students will understand the interplay between nature and human nature</p> <p>Students will understand how to write a philosophical/ psychological analysis</p>	<p>Stoics</p> <p>Students will understand the components of institutional ethics</p> <p>Students will understand the seven major perspectives of ethical theory</p> <p>Students will understand the role/ relationship of fear, poverty, violence and gender in institutional ethics.</p> <p>Students will understand the components of contextual research as a way to define an issue</p> <p>Students will understand how to apply their knowledge of analysis as a way to create solution</p>	<p>Students will understand the elements of satire and parody to communicate theme</p> <p>Students will understand the impact of innovation on identity.</p>	<p>Students will understand the social issues around Justice</p> <p>Students will understand the components of contextual research as a way to define an</p> <p>Students will understand how to apply their knowledge of analysis as a way to create solution</p>	

Grade 12 Ethics

Unit Title	Intro to Leadership – Who are you relative to others?	Understanding the power of Language (good critical thinking part 1)	What do We Know About Our thinking as Humans? (good critical thinking part 2)	Who Are We in Groups and Communities	How Should We Live?	Applied Ethics	Globalization	Justice, Violence and Poverty	Peace, Reconciliation and Resolution
Standards	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 W.11-12.3 W.11-12.4 W.11-12.5 SL.11-12.1 L.11-12.1 SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.3	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.7 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.5 RL.11-12.6 W.11-12.1 W.11-12.2 W.11-12.2 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.6 SL.11-12.2 SL.11-12.6 SL.11-12.4 SL.11-12.5 L.11-12.5 L.11-12.6 L.11-12.3	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 SL.11-12.4 SL.11-12.4 SL.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	RL.11-12.2 RL.11-12.1 RL.11-12.3 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6	RL.11-12.1 RL.11-12.2 RL.11-12.6 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6	RL.11-12.1 RL.11-12.2 RL.11-12.6 RL.11-12.9 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.7 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.6 W.11-12.3 W.11-12.4 W.11-12.5	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.7 SL.11-12.1 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3 L.11-12.5 L.11-12.6 W.11-12.3 W.11-12.4 W.11-12.5	

STUDENT GOVERNANCE

Souhegan High School Constitution

- Interpretation Committee

Community Council

- By-Laws



CONSTITUTION

RELEVANT PASSAGES:

ARTICLE I: SECTION 3

SECTION 4

SECTION 5

Essence: Souhegan High School is a community of learners...the continual evolution of the Souhegan Community shall be to improve...members of Community entitled to representation...members are expected to participate...

ARTICLE V:SECTION 3

Composition:

- 1 Student member elected by entire student body
- 1 Faculty/staff elected by the entire faculty/staff
- 1 Member of Administrative Team chosen by administration
- 1 Member of Community Council chosen by Community Council
- 1 Member of the School Board chosen by the School Board

Function:

Disputes regarding interpretation of Constitution

IF THERE IS A DISPUTE REGARDING INTERPRETATION OF THE CONSTITUTION, THE COMMITTEE WILL HOLD A PUBLIC HEARING IN WHICH BOTH SIDES HAVE THE OPPORTUNITY TO PRESENT THEIR CASE.

IF THERE IS A PROPOSED CHANGE, THE COMMITTEE WILL REVIEW THE PROPOSED CHANGE AND HOLD A PUBLIC HEARING TO SOLICIT FEEDBACK ON WHETHER THE CHANGE IS A CLARIFICATION OR AN AMENDMENT.

IF THE INTERPRETATION COMMITTEE DETERMINES THAT THE CHANGE IS A CLARIFICATION, IT MAY BE IMMEDIATELY ADDED TO THE CONSTITUTION.

IF THE COMMITTEE DETERMINES THAT THE CHANGE IS AN AMENDMENT, IT MUST FOLLOW THE RATIFICATION PROCEDURE OUTLINED IN ARTICLE V SECTION 2.

CURRENT STATUS:

- ✓ 1 Member of Administrative Team chosen by administration
- ✓ 1 Member of Community Council chosen by Community Council
- |
- 1 Member of the School Board chosen by the School Board TBD

Reintroduction:

Faculty/Staff: Appreciation of understanding of Constitution
Feb: Faculty/staff member
Student member

BY-LAWS

Article II-Purpose

The purpose of community council is to govern all school affairs, consistent with Souhegan Cooperative School Board policy, state policy, and administrative regulations established with the Superintendent of Schools. The Community Council shall serve as a link between the student and faculty/staff of Souhegan High School; the Souhegan Cooperative School Board; and the communities of Amherst and Mont Vernon.



Article III-Authority

The authority of the Community Council is derived and delegated by the Souhegan Cooperative School Board. The Community Council shall operate under the guidelines set forth in the Community Council By-Laws. The Community Council is entitled to act on and make policy concerning issues of importance to the Souhegan community. If the Community Council disagrees with a decision made by any of the parties listed in Article II, the Community Council has the right to discuss the decision with that party.



SUMMARY

A student-led representative body responsible for:

- governing all school affairs;
- making decisions in the best interest of the Souhegan community;
- serving as a link between the students and faculty/staff of Souhegan High School, the Souhegan Cooperative School Board, and the communities of Amherst and Mont Vernon.

Authority is derived from the School Board

Operations set forth by By-Laws



AREAS OF FOCUS 2018-2019

Original Documents

Reviewing/Revising Conventions

Discovery-areas for Interpretation Committee

Committee Time

Meeting time dedicated to sub committees

Executive

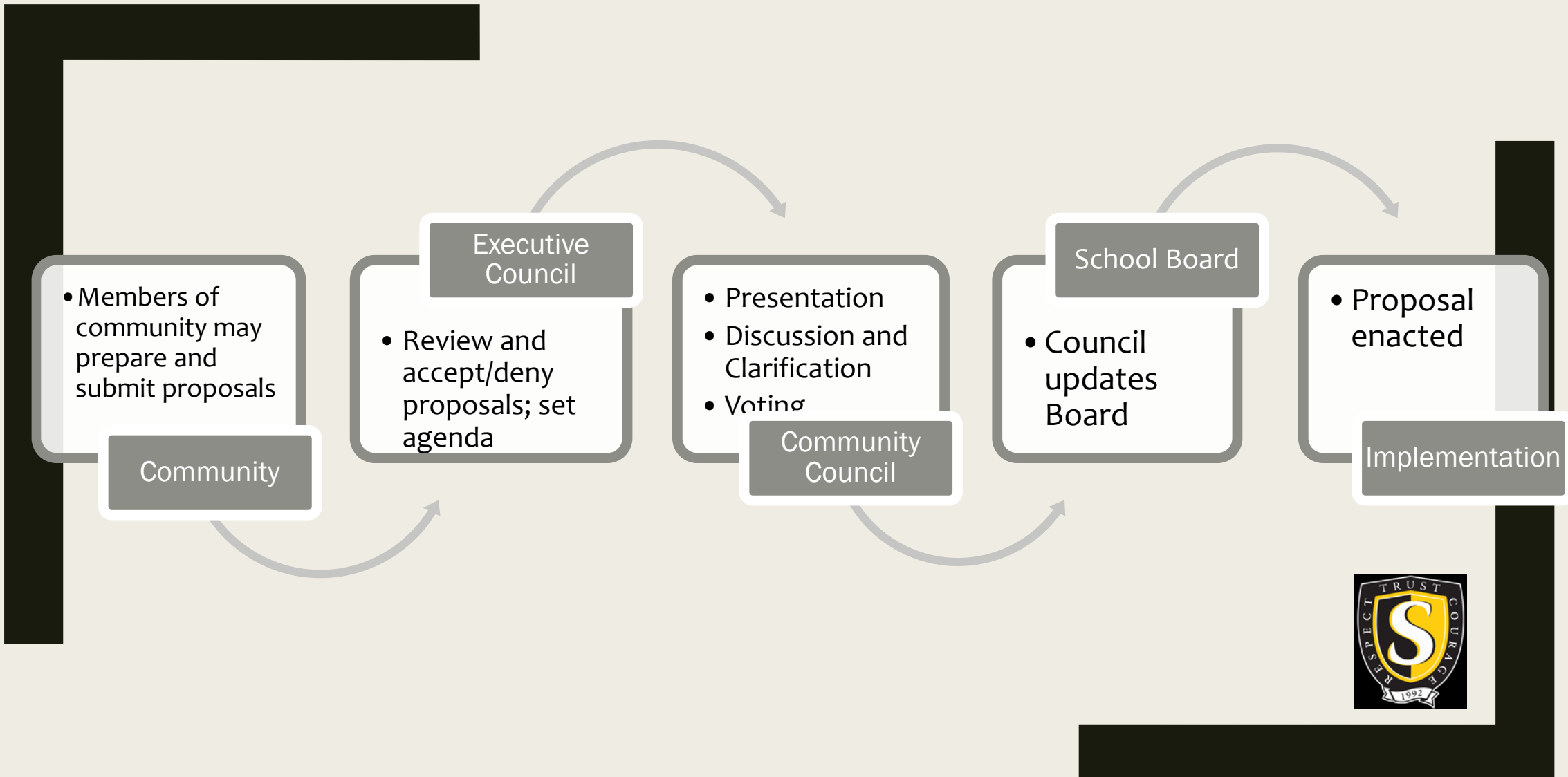
Member identified to manage implementation



PROPOSAL PROCESS

https://sau39.sharepoint.com/:w:/r/SHS/Admins/_layouts/15/Doc.aspx?sourcedoc=%7B73B2E6E4-48D1-4AD6-B40D-ED98C055CF0E%7D&file=Blank15ProposalForm.docx&action=default&mobileredirect=true





NEXT STEPS

Constitution

Article V; section 1

Article V provides the necessary procedures to allow the Constitution to continually evolve with the Souhegan Community...

Section 2

Each year, an Interpretation Committee shall be selected and convened by September 30...



TIMELINE

- Jan 4 Executive: Interpretation Committee Discussed
Plan designed for selection and convening
- Jan 7 Council Meeting Evening: Whole Council re-visit/re-investment
Committee members outlined Article V; section 3
Selection process outlined in Article V; section 3
Agreements on logistics

Mid January-August 2019

Interpretation Committee review/recommendations



Committee:

- 1 Student-elected whole school
- 1 Faculty/Staff-elected whole faculty/staff
- 1 Admin Team-chosen by Admin Team
- 1 School Board Member-chosen by School Board
- 1 Member Community Council

Work to Date:

Outcomes:

Deliverables:

GRADING AND REPORTING UPDATE

SOUHEGAN COOPERATIVE
SCHOOL BOARD

JANUARY 2019



SAU-wide strategic plan

Common reporting system

Competency based assessment model



NH Minimum Standards for School Approval

Performance Assessment

Recording student progress in meeting competencies



College and Career Ready Standards

Require application of learning

Assessing deeper learning



Home – School Connection

Greater partnership between teacher, student and parent to support growth



Need for consistency in grading practices

Equity within and across grade levels and content areas

Separating academics from work habits

Our purpose for changing practice

WHAT'S CHANGING? WHAT'S STAYING THE SAME?

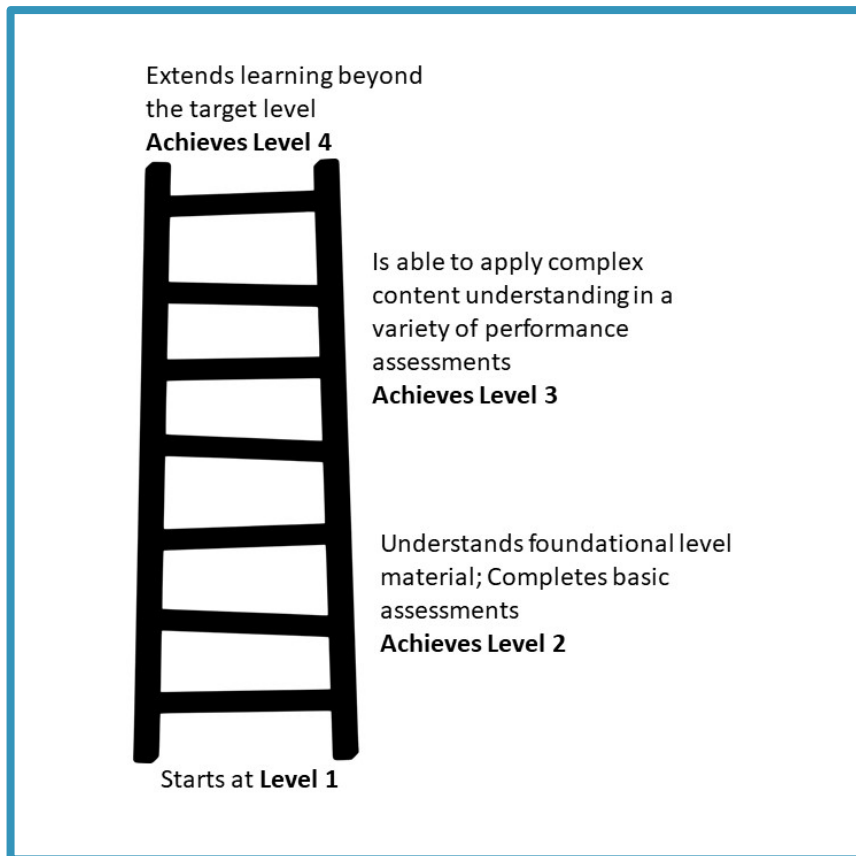
What's staying the same for current high school students?

- Report Cards
- Transcripts
- Performance assessments and use of rubrics
- Division I Exhibition (current grade 10)

What's different for current grade 9 and 10 students?

- Academic Learner Expectations (ALEs)
 - Separated into academic standards and Work Study Practices (habits of work)
- Teachers are scoring against specific academic standards
- Common rubrics for WSP and academic standards are used
- Scoring scale of 1-4 used on all assessments (even quizzes and tests)
- Rolling grades and trendlines for on team courses

THE LEARNING PROCESS AND SCORING



- When starting a new unit or presenting a new concept, teachers present introductory lessons (*highest score is 2/2*).
- As students progress, they are offered more complex material and tasks. They continue working and learning until they reach the target (3).
- The SAU 39 Mastery Learning System also allows students to go beyond the target (4).

TRADITIONAL VERSUS STANDARDS-BASED REPORT CARD

Traditional Report Card

Content Area	Score
Mathematics	B

Standards-Based Report Card

Mathematics	Competency Score
Expressions and Equations	3
Geometry	4
Ratios and Proportional Relationships	3
Statistics	4
Number System	3
Mathematical Practices	2

East High School Official Transcript

123 Mountain Road, Dead River, Maine 04000
Phone Website



Student Personal Information

Date of Birth
Parent/Guardian

Date of Enrollment
Date of Graduation

Address
Contact Info

Learning Experience	Proficiency Level	Duration	Type
2009-2010			
English 9	3.5	Year	Honors
History 9	3.0	Year	Course
Geometry	3.0	Year	Course
Spanish I	3.5	Year	Course
Earth Science	3.0	Year	Course
Art 1	3.0	Year	Course
2010-2011			
English 10	3.5	Year	Course
History 10	4.0	Year	Honors
Algebra II	4.0	Year	Course
Spanish II	3.5	Year	Course
Chemistry	4.0	Year	Honors
Drama	4.0	Semester	Course
2011-2012			
English Language and Composition (AP)	3.5	Year	Honors
US History	3.0	Year	Independent
Calculus	3.5	Year	Course
Spanish III	3.5	Year	Course
Physics	3.5	Year	Course
Software Development, Inc.	3.5	Year	Internship
2012-2013			
English 101	4.0	Semester	Dual-Enrollment
Mountain Biotech Industries (STEM)	3.5	Year	Internship
Physical Education	4.0	Semester	Course
Statistics (AP)	3.8	Year	Course
Health	4.0	Semester	Course
Psychology (AP)	4.0	Semester	Honors

Graduation Standards: Cross-Curricular Skills		Proficiency Level
Maine Learning Results Guiding Principles	Clear and effective communicator	3.0
	Self-directed and lifelong learner	3.25
	Creative and practical problem solver	3.50
	Responsible and involved citizen	3.75
	Integrative and informed thinker	4.0

*The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions.

Academic Summary
GPA: 3.75 Magna Cum Laude
SAT/ACT Scores Academic Awards Academic Achievements Title of Capstone Project
Grading System
3.6-4.0: Exceeds Proficiency 3.0-3.5: Proficient 2.0-2.9: Partially Proficient 1.0-1.9: Insufficient Evidence
Graduation Requirements
Demonstrated Proficiency Maine Guiding Principles English Language Arts Mathematics Science and Technology Social Studies Health Education and Physical Education World Languages Visual and Performing Arts Career Education and Development
Additional Graduation Requirements
Capstone Project Service Learning Requirement

East High School Official Transcript

<https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Exemplar-HS-Transcript.pdf>

Graduation Standards: Performance Summary

English Language Arts	Proficiency Level	Social Studies	Proficiency Level	Health and Physical Education	Proficiency Level
Reading Comprehension	3.0	Standard 1	3.0	Standard 1	3.0
Reading Interpretation	3.0	Standard 2	3.0	Standard 2	3.0
Writing Range	3.5	Standard 3	3.5	Standard 3	3.5
Writing Research	4.0	Standard 4	4.0		
Discussion	3.5	Standard 5	3.5		
Presentation	3.0	Standard 6	3.5		
Mathematics	Proficiency Level	Visual and Performing Arts	Proficiency Level	Career and Education Development	Proficiency Level
Numbers and Quantity	3.0	Standard 1	3.0	Standard 1	3.0
Algebra	3.0	Standard 2	3.0	Standard 2	3.0
Functions	3.5	Standard 3	3.5	Standard 3	3.5
Geometry	4.0	Standard 4	3.5		
Statistics and Probability	3.5	Standard 5	4.0		
Science and Technology	Proficiency Level	World Languages	Proficiency Level		
Standard 1	3.0	Standard 1	3.0		
Standard 2	3.0	Standard 2	3.0		
Standard 3	3.5	Standard 3	3.5		
Standard 4	4.0	Standard 4	4.0		
Standard 5	3.5	Standard 5	3.0		
Standard 6	3.0				
Standard 7	4.0				
Standard 8	3.5				

KEY: Type of Learning Experience

Course: Learning took place in and was verified by a certified teacher in a regular high school course.

Honors: Learning took place in and was verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.

Dual-Enrollment: Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.

Independent: Learning took place in a student-designed and teacher-supported learning experience. The teacher verified the student's achievement of one or more graduation standards.

Internship: Learning took place in a work-environment after which a certified teacher verified achievement of one or more graduation standards.



[How Selective
Colleges and
Universities
Evaluate
Proficiency-Based
High School
Transcripts: Insights
for Students and
Schools](#)

1. Admissions offices receive a huge variety of transcripts, including transcripts from international schools, home-schooled students, and a wide variety of alternative educational institutions and programs that do not have traditional academic programs, grading practices, or transcripts.
2. Students with non-traditional transcripts—including “proficiency-based” or “competency-based” transcripts—will not be disadvantaged in any way during the admissions process. Colleges and universities simply do not discriminate against students based on the academic program and policies of the sending school, as long as those program and policies are accurately presented and clearly described.
3. As long as the school profile is comprehensive and understandable, and it clearly explains the rigor of the academic program, the technicalities of the school’s assessment and grading system, and the characteristics of the graduating class, the admissions office will be able to understand the transcript and properly evaluate the strength of a student’s academic record and accomplishments. In short, schools use so many different systems for grading, ranking, and tracking students that a school’s system can only be properly understood when a transcript is accompanied by a comprehensive school profile. A class rank or GPA, for example, doesn’t mean much unless the admissions office also has the “key” (i.e., the school profile) that it needs to understand the applicant’s academic accomplishments and abilities in context.
4. All the colleges and universities we spoke with strongly support public schools that are working to improve student preparation for postsecondary learning and success, including instructional strategies that equip students with the essential knowledge, skills, work habits, and character traits they need to thrive and persist in a collegiate academic program and earn a degree.

TRAINING FOR TEACHERS AND STUDENTS

Teacher Professional Development

- Ongoing training and support for team teachers
- Health and FCS developed competencies and engaged in training in Empower, continuing to develop and train other off team teachers
- Social studies teachers revising their competencies and developing rubrics (November and January)
- Two PD sessions on Work Study Practices with the full staff (January)

Deepening Student Understanding

- Grade 10 grading info sessions during advisory (December)
- Grade 9 team meetings on grading and reporting – student led (January 28th)
- Community Council