

In consideration of public health, open meetings and the Governor's Executive Order No. 7B dated March 10, 2020 regarding PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID-19 PANDEMIC AND RESPONSE - FURTHER SUSPENSION OR MODIFICATION OF STATUTES, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting**. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

To listen to the meeting, please call 1-727-475-4324. The PIN is 868523568.

Board of Education
May 5, 2020

3 Primrose Street (virtual meeting)
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

- Item 1 PLEDGE OF ALLEGIANCE
- Item 2 CONSENT AGENDA
- Minutes of April 21, 2020
 - Correspondence Report
- Item 3 **PUBLIC PARTICIPATION
- Item 4 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Student Representatives Report
- Item 5 OLD BUSINESS
- Discussion and Possible Action on Request to Use Non-Lapsing Account for Hawley HVAC Engineering
- Item 6 NEW BUSINESS
- First Read of
 - Sociology Curriculum
 - Western Studies I and II Curriculum
 - First Read of Policies
 - 5144.1 Use of Physical Force/Physical Restraint/Seclusion/Exclusionary Time Out
 - 5151.5 – Suicide Prevention and Intervention
- Item 7 **PUBLIC PARTICIPATION
- Item 8 ADJOURNMENT

*****During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us***

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held virtually on April 21, 2020 at 7:00 p.m.

M. Ku, Chair
D. Delia, Vice Chair
D. Cruson, Secretary
D. Leidlein
J. Vouros
R. Harriman-Stites
D. Zukowski
H. Jojo (absent)
M.Chand (absent)

L. Rodrigue
A. Uberti
R. Bienkowski
1 Staff
1 Public

Mrs. Ku called the meeting to order at 7:10 p.m. with Board members joining virtually and members of the public joining by phone. The meeting was also being recorded. The Board members on video were Dan Delia, Dan Cruson, Debbie Leidlein, Rebekah Harriman-Stites and Deb Zukowski. John Vouros joined by phone. Dr. Rodrigue, Mr. Bienkowski, Mrs. Uberti, and Dr. Longobucco joined on video and there was one member of the public by phone.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of March 19, 2020 and March 26, 2020, the donation to Newtown Middle School, and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 - Public Participation - None

Item 4 – Reports

Chair Report: Mrs. Ku asked to hold off on subcommittee meetings unless something required immediate attention. She would send the FOI requirements to subcommittee chairs regarding compliance. She thanked the Communication Committee for their newsletter. The Governor issued an executive order requiring the Legislative Council to pass the budget for next year.

Superintendent's Report: Dr. Rodrigue said that being back from spring break we have resumed our lunch distribution. From March 18 to April 20 at Head O'Meadow we served 465 lunches, at the middle school we distributed 2,026 and at the high school we distributed 2,527. The staffing report was included for the month of April which shows two retirements including Keith Hedin, music teacher at Newtown Middle School and Donna Perugini, art teacher at Head O'Meadow and Hawley Schools, and the resignation of Ashley Aquirre-Galan, a special education teacher at Newtown High School. There were no new hires this month. We are paying all noncertified and salaried employees including spring coaches who are working remotely with their teams. There has been a delay in paying bus drivers because some had applied for unemployment but there were reasons on their end also. Mr. Bienkowski has been in contact with All-Star and they will start to get their first checks next Friday. Fran Rabinowitz, head of CAPSS, said that the school districts are all in different places with bus company negotiations. Lori Hoagland and Ryan Eberts prepared food and provided it for essential medical workers at Danbury hospital which was much appreciated.

Committee Reports: Mr. Delia reported on the CIP/Finance subcommittee meeting of April 9 where they discussed the non-lapsing fund. They also talked about a field proposal for work on high school back fields and combining the field projects. There was a discussion about

removing things from the CIP which were the purchase of land, the gas and water lines at HOM, and fuel cells for the high school. They reviewed the impact of COVID 19 on schools and the surplus that will ensue from that.

Mr. Cruson said the Communication Committee is scheduled to meet May 4 and he would like to have that meeting. We planned to have a quarterly newsletter but since we missed the April meeting, we aren't sure if we will have quarterly reports this year.

Mr. Vouros said we were doing the second read of the Algebra and Statistics curricula tonight. Mrs. Ku stated that the students will be back for future meetings.

Financial Report:

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending March 31, 2020. Mr. Cruson seconded.

Mr. Bienkowski presented his report and highlighted all major activities since February. He spoke about the savings in the salary account and in benefits due to salaries which will not be required. We have an increase of \$11,000 in professional services, \$127,000 in purchased property services, and \$227,000 from other purchased services. Regarding transportation, the final negotiations with the bus company will not be concluded for a couple of months. This shows a significant fund balance but is predicated that operations don't resume before the end of the school year.

This is a rough estimate but indicated there will be a significant positive expenditure balance. There are no expected changes regarding the Excess Cost Grant which was deposited last month. However, because of two students that left our district, they take their grant money with them so it will go down for us by about \$130,000.

Mrs. Zukowski noted that a lot of things increasing our balance are mostly consumables. She asked if there were other items like textbooks we aren't buying or things we were planning to buy but put off.

Mr. Bienkowski said we would have put off buying things to be consumed in the classrooms and we are working on the textbook account. There is a significant balance in the salaries with an increase of \$227,000 this month. The total balance is \$553,000 mostly from the salaries and supplies account.

Mr. Delia asked if there was any advantage of buying energy for next year since it's cheap now. Mr. Bienkowski said the fuel oil was put out in a bid with the Town in February. It's a little less than \$2 per gallon. Regarding electricity, we are locked in through November. December through June is available for us to lock in so we are watching that.

Mrs. Uberti said you will probably see some of the instructional expenses such as textbooks in the next report. We just started talking about preparing for next year so we are looking at textbooks. There just hasn't been time before now.

Mr. Vouros asked that when students return to school in September will there be a lag in their learning. He asked if fourth graders will have the learning materials they need that they missed at the end of this year going into fifth grade.

Mrs. Uberti said they would have a plan in place for that and are in active discussions as to what that will look like.

Mr. Delia asked if there was anything the administrators needed immediately to help support the students.

Dr. Rodrigue said we were good now. It was critical to get technology to the students and still be utilized. Mrs. Uberti alluded to putting together the reentry plan and support plan for next year. She thanked Mr. Delia for asking and we would come to the Board when we need something.

Mrs. Ku said in terms of the public health piece she would like us to think about that going forward because things might be very different next year and what we should do this year regarding public health concerns for next year and know what kinds of things we will need.

Dr. Rodrigue said the reentry plan and student support is not just academics. There is also a lot of talk about the social emotional and health pieces.

Mrs. Leidlein asked if there was any directive from the State for a requirement that students wear protective equipment. We would need to have a supply and know what the cost would be.

Dr. Rodrigue said there has been no directive at this point. We have a call with the Commissioner tomorrow and with the Governor the end of the week. We will know within two weeks if we will come back this year and what it will look like for PPE for staff and students.

Motion passes unanimously.

Item 5 – Old Business

Non-lapsing Account:

Dr. Rodrigue said we talked a lot about how we earmarked special education in that fund and emphasized there will be education costs and needs and referred to Mr. Bienkowski's document regarding the balance and potential activity. She suggested taking the expense for the Hawley School HVAC project out of this fund. She also included the potential for partially paying for the high school turf replacement and putting the high school front and rear turf and field work together. Parks and Rec can handle some of the preliminary excavation work for the back field. We are having this discussion based on the needs we have right now.

Mr. Bienkowski sent the Board a revised schedule due to an error in the calculation on the original one. We will have a balance of \$520,000 in this account. \$63,000 is for special education costs for next year. The other three are the field turf replacement, engineering costs for the Hawley HVAC project and the costs for COVID 19 of \$250,000. We won't ask for that until well into next year but we need to reserve money for that. For Hawley HVAC project at the next meeting the Board should make a motion to utilize \$300,000 of money in the fund for that purpose. We have the right to ask for that amount from the existing non-lapsing account. We would need to start in the next couple of months.

Mr. Delia emphasized that Mrs. Leidlein and Mrs. Zukowski brought up points to try to reduce the impact on tax payers. It's important we specify uses for these funds and that we have a plan for this money.

Mrs. Zukowski asked if we will have a CIP/Finance subcommittee meeting prior to the next Board meeting.

Mr. Bienkowski said the next meeting is May 14.

Mrs. Zukowski said in terms of the \$300,000 for engineering, she asked if we should talk to the Board of Finance to see if there are any limits in spending to address this amount.

Mr. Bienkowski said we were in agreement at the CIP meeting and if this was an action on the next Board meeting we would send a letter to the Board of Finance that the Board of Education voted to recommend using \$300,000 to pay for the engineering study for Hawley School which would allow us to use those funds.

Mrs. Ku said this account can be defined more precisely as we move on before the end of the year. Right now we need to talk about the \$300,000. The Legislative Council would have put this on the referendum for voters to vote on.

Mrs. Zukowski said we have this excessive amount of money and would help the town if we put it to good use. She didn't interpret from their discussion that there was a consensus from the CIP/Finance committee. We should engage the other town boards so that everyone agrees this makes sense prior to actually doing it. Make it clear to engage other committees on this decision.

Mrs. Ku asked if she was in agreement to use the money for the Hawley HVAC.

Mrs. Zukowski said the CIP/Finance subcommittee did not make a resolution. Maybe they can have a special meeting to discuss this.

Mrs. Harriman-Stites was definitely in favor of going that route. She was comfortable spending this money now knowing we have a cushion and it takes something off the tax burden and CIP.

Mr. Cruson was not as comfortable taking the \$300,000 from the non-lapsing account at this time because there are a lot of unknowns as far as what money we might need for next year. Mr. Vouros agreed with Mrs. Harriman-Stites in using the money outlined by Mr. Bienkowski.

Mrs. Leidlein said we are talking about \$300,000 for engineering expenses and taking it from projected the \$1.7M surplus. It's not a major deduction from that amount. She is in favor but is concerned if something dramatically happened that would change that \$1.7M number. She asked when we would have to make that decision and agreed to use it for the Hawley project especially since the money would not have to be bonded. It makes sense but she would want to reevaluate and make adjustments if the \$1.7M amount changes.

Mr. Bienkowski appreciated the members being cautious on how the money would be spent. Last year's non-lapsing balance was \$520,000. We could have made a recommendation for the \$300,000 to come from that balance last year. With the projected balance for next year he is comfortable with spending the \$300,000. We have May and June which is a short month. We order things in June for the next year and we will still have a balance. He is not worried about something that would cause us to use a significant amount from the \$1.7M. We would put the RFP out now for the engineering firms. He feels if the Board is in agreement it would make sense to notify the Board of Finance and let them know we want to do that. We could make that request and include the other items on the list to let them know our thinking on the account.

Dr. Rodrigue stated there was a Legislative Council meeting tomorrow. One of the items discussed will be part of this along with the CIP. She wanted them to know what we have earmarked for spending and the rationale behind it. The Board of Finance allows us to spend funds but also needs to know what we are spending it on.

Mrs. Ku said the Legislative Council was going to have this on the referendum to be able to get a good start in planning.

Mr. Cruson understood that we want to ask the Board of Finance to take \$300,000 from the current non-lapsing fund balance to cover the HVAC. That's different from saying we will have money at the end of the year and want to use this money. This is two different discussions. We are using our potential funds at the end of this year for this project.

Mr. Delia wondered if there was a way to spend the money in our budget as a surplus instead of what's in the non-lapsing fund.

Mrs. Ku was worried about doing that because we are bypassing the process that many boards are involved in. We normally ask the Board of Finance about the non-lapsing fund. The Legislative Council doesn't have authority for the non-lapsing fund.

Mr. Bienkowski said the Legislative Council doesn't have any say or authority in this. As long as the Board of Finance has a consensus with our recommendation it would be good. He was hesitant to try to encumber that money in our operating budget. The expenses won't be incurred until the 2020-21 year. In our presentation we would show the \$520,000 would drop to \$220,000 and potentially increase by \$1.2M for a new non-lapsing balance of \$1.5.

Mrs. Leidlein stated that her concern going that route is transparency because in future years how do we explain making decisions just for the needs of certain funds instead of the way the process is set up.

Mr. Bienkowski said we started using this fund last year when we requested money for the HVAC for the middle school and Hawley School, and Sandy Hook lightening protection. We didn't request anything in 2019-20 so the amount increased. It might be helpful to show a \$300,000 usage in the non-lapsing account.

Mrs. Zukowski was concerned that we would then be defining the use of the non-lapsing account for what might come up next. The Finance committee wants to take a look at the non-lapsing account to ensure the fund achieves its purpose. The committee should make recommendations to the Board.

Mrs. Ku said conversations with the Legislative Council and Board of Finance will come up in the next couple of weeks. There are mixed conversation about this but we want to know where we are headed.

Mrs. Zukowski stated we are taking this seriously and trying to propose a concrete purpose which will take a little time. The unexpected money could be used and this should be discussed.

Mrs. Leidlein said that Mr. Bienkowski cautioned the subcommittee in setting up a rigid protocol when we could use the money instead of it being shouldered by the community and if we could use funds to offset some of the costs which would be beneficial for the Town.

Mrs. Harriman-Stites said we have put this on the Policy Committee agenda but are waiting for the CIP/Finance Committee. We can discuss this and better define the policy. We should make a decision if we need to make it or just get a feeling from the Board tonight if that wasn't the intention of the discussion.

Mrs. Ku said we will have to talk with the other boards. Four Board of Education members are in favor of using the account for the \$300,000. We should take a vote on this in the near future.

Curriculum Approvals:

MOTION: Mr. Delia moved that the Board of Education approve the Algebra I Foundations Part 1 Curriculum. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve the Statistics Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

Item 6 – New Business

End-of-year Grading Plan:

Dr. Rodrigue spoke about this plan which includes a pass/fail model. Numeric values are assigned to a pass, a pass with distinction, and a fail. We looked at not including anything in

the GPA status from the last quarter. It would also not place any value in the work during the distance learning.

Dr. Rodrigue thanked Dr. Longobucco, Mrs. Amodeo, Mrs. Krupa, Mrs. Uberti, Mr. Einhorn and Mr. Correia for developing this plan to fit our district. We wanted to recognize student work for the whole year. We also built in the expectation that if a student failed with a low grade in a previous quarter or trimester those grades would be changed to a 60. Many students are putting in a great deal of effort which should be respectively recognized. We took the guidance of the State and made it an option along with our grading practices. We wanted to have value to quarter four but should not have as much weight attached to it. There are no final exams at the middle school or high school so grades warrant a lesser weight. The elementary practice of standards based reporting was looked at also. Teachers will select two standards they can speak to positively for students in an end-of-year narrative to end the year at their level as well. We have discussed this with other districts also and will be sharing our plan. We have shared this with the union, principals and with more staff moving forward.

Dr. Longobucco said it was important to note that talking to 25 other districts this is a very comprehensive plan and touches every learner wherever they are. There will be no one who goes down with their grade. At the high school level our students will have a transcript like they get each year with an adjusted weighting.

Mrs. Leidlein appreciated the thought and fairness in this plan. This provides a safety net for students and those in a school setting who might be suffering from the fatigue and monitoring their own learning and stress of this situation. She very much supports this plan.

Dr. Rodrigue said the difficult piece of the pass/fail model is there wasn't an understanding of what that looked like. Student work could have been devalued but we care about our students and their work all year and we are recognizing that.

Mrs. Harriman-Stites agreed with Mrs. Leidlein and appreciated the thoughtfulness that went into this plan and the concern about all students and their parents during this distance learning. It touches every student and family. She asked how this will be communicated from different sources to parents and students and at what point will student choose the p+, p, or the numerical option.

Dr. Rodrigue said that the communication piece is critical and feels very strongly that what we put out to our parents comes from a variety of sources, including principals. It will be concise explaining what the grades mean and when the level needs to be chosen. We are looking at June to have those decisions into the system. The communication has to be again and again and through PTAs also.

Dr. Longobucco said we are tentatively looking at June 8 so it gives our teachers seven school days and gives the high school students time to make the decision. She will be in communication with Mrs. Amodeo, Mrs. Krupa, and Mrs. Uberti on this.

Mrs. Zukowski noted that Dr. Rodrigue said this was not a typical pass/fail type of paradigm. Students can elect what grade they want for each course which is wonderful. She noted that information regarding the Reed School examples on page 3 seemed contradictory and also questioned the high school example on the next to last page where any students would let an 89 sit and take a pass/fail, or not take a 92.

Dr. Longobucco said that high school student 4 chose the traditional numerical grade was just an example. We are giving students a choice. Regarding the Reed School example, those are errors and have been fixed. An F would rise to a 64.

Dr. Rodrigue said we spoke to Dr. Correia about fixing that. This was a working document they tried to get ready for this meeting and will not be sent to parents.

Dr. Longobucco shared an additional chart with various examples of grading.

Mr. Vouros asked when the parents will see these charts with explanations and hoped it would be sooner than later so the students know what is happening.

Dr. Rodrigue said as soon as we have shared this with you the principals will share with their staff and understand what they need to do to accomplish this. There are districts still just thinking about this. It will relieve a lot of families as to what will happen at the close of the year.

Mr. Vouros said it was vital that especially in the 5/6 and 7/8 schools there are guidelines for the teachers so they are all operating from the same grading manual and there's no confusion.

Dr. Rodrigue said there are other components innately part of the learning plan which is consistency in subject areas or grade levels, late work, and how we are supporting students. It has to be part of the learning plan for next year also.

Mr. Delia said it was a wonderful plan, extremely relieving, and sensitive to the children and families and he applauded their efforts. His one suggestion was to spell it out as crystal clear as possible that this is for families and students and that we are here for them.

Mrs. Zukowski was concerned that the D, C, B, A students only had two options for all classes of either pass/fail or all classes being graded traditionally. Would it make sense to put in the best scenario for students where there is a highest possible hybrid for all courses?

Dr. Longobucco said they will make it clear that they can select different options for each class. Students get a Y1 for each class which goes into the GPA calculations. She met with the student representatives, Milan and Hannah, and shared this and they were thrilled and relieved and that it touches all students no matter what grade level.

Mrs. Ku was very happy about this plan which was very thoughtful and thanked them for all of their work.

Minutes of March 3, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of March 3, 2020. Mr. Cruson seconded. Vote: 6 ayes, 1 abstained (Mrs. Harriman-Stites) Motion passes.

Non-renewal List:

MOTION: Mr. Delia moved that the Board of Education approve the 2019-2020 non-renewal list. Mr. Cruson seconded. Motion passes unanimously.

Item 7 – Public Participation

Carolyn Reed, 18 Sugarloaf Road, emailed the Board today. She congratulated Dr. Rodrigue on the grading system and that her junior will be relieved.

Mrs. Ku thanked Dr. Rodrigue, Mrs. Uberti, Dr. Longobucco, Mr. Bienkowski and all of the staff working so hard the past month in this difficult environment. It is very much appreciated.

MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 9:12 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

BOE Non-Lapsing Fund Balance and Activity

<u>Year</u>	<u>General Deposit</u>	<u>Reserved for Special Ed</u>	<u>Expense</u>	<u>Balance</u>	<u>Use</u>
2013-14 Deposit 6/30/14	\$47,185	\$0	(\$4,800)	\$42,385	Security Bollards
2014-15 Deposit 6/30/15	\$12,909	\$0	(\$4,950)	\$7,959	IR Scan - HS Roof Project
2015-16 Deposit 6/30/16	\$2,533	\$0	\$0	\$2,533	none
2016-17 Deposit 6/30/17	\$97,942	\$0	\$0	\$97,942	none
2017-18 Deposit 6/30/18	\$276,038	\$0	(\$235,295)	\$40,743	HAW, MS A/C, SHS Lightening
2018-19 Deposit 6/30/19	\$265,772	\$63,000	\$0	\$328,772	
PROPOSED USE			(\$300,000)	(\$300,000)	HAW HVAC Engineering
2019-20 Deposit 6/30/20	TBD	TBD			
6 Year Total Since Inception	\$702,379	\$63,000	(\$545,045)	\$220,334	0.28%
Average per year	\$117,063	\$10,500			
Amount to be reserved for Special Education				\$63,000	
Amount reserved for General Non-Lapsing				\$157,334	
Total Balance Non-Lapsing Fund				\$220,334	0.28%

Current Budget \$78,104,410 2% \$1,562,088



Unit Planner: Culture Sociology

Newtown High School > 2019-2020 > Grade 10 > Social Studies > Sociology > Week
1 - Week 4

Last Updated: Today by Amy
Deeb

Culture

Deeb, Amy; Dietter, Candace; Franklin, Gary; Metz, Jessica; Meyer, Lisa; Pescarmona, Thomas; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Beliefs/Values/Conflict

Lens- Values of self and others

Generalizations / Enduring Understandings

1. Society progresses through collaboration
2. Elements of culture dictate a society's norms, values, mores, and behaviors.
3. Norms and values dictate the behavior of individuals in a society's culture through rules and expectations.
4. Forms of communication cause cohesion or conflict (within a society).
5. Common beliefs and values can unify a culture. Divergent beliefs can lead to conflicts.
6. External variables (Technology, wars and conquests, natural disasters) and internal variables (vested interests, and ethnocentrism) can result change or resistance to change.
7. Culture shock can lead to ethnocentric beliefs and conflicts.
8. Within a dominant culture varied nationalities, religions, regions, and age groups form subcultures based on their beliefs and values.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. What characteristics make up a progressive society? (C)
b. How do people work together to society progress? (F)
c. Do societies desire to be progressive? (C)
2. a. What are elements of a culture? (F)
b. What are norms, values, and behaviors? (F)
c. How does human behavior shape a society? (C)
3. a. What are norms? (F)
b. What are values? (F)
c. How is behavior influenced by norms and behaviors? (C)
4. a. What are symbols? (F)
b. What are forms of communication? (F)
c. How do symbols and communication create cohesiveness or conflict within societies? (C)
5. a. What are beliefs and values? (F)
b. What are conflicts? (F)
c. What would create uncommon beliefs and values within a society? (F)
d. Why are there conflicts within/between/among societies? (C)
e. How do beliefs and values create both unification and dis-unification within a society (C)
6. a. What factors may cause cultural change? (F)
b. What factors may cause a resistance to cultural change? (F)
c. Why is change an important aspect of culture? (C)
d. How are culture and society related? (F)
e. Must there be inspiration for change? (P)

- 7. a. What is culture shock? (F)
- b. What is ethnocentrism? (F)
- c. How do culture shock and ethnocentrism relate? (F)
- d. Why would people feel culture shock when confronted with different values and beliefs? (C)
- e. Why do people have different values and beliefs? (C)
- f. Is being ethnocentric good or bad? (C)

- 8. a. What are subcultures? (F)
- b. What are beliefs and values? (F)
- c. Why are people willing to reject the norms and beliefs of the dominant society? (C)

Provocative Questions:

- 1. Is it possible for societies to exist without culture? (P)
- 2. Do societies shape culture? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate

information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS: Grades 11-12

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: History

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.7 Apply civic virtues and democratic principles when working with others.

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

**DOK- Level 4 EVALUATE- Subculture Project
Subculture Summative assessment**

Critical Content & Skills

What students must KNOW and be able to DO

Society, communication, change, acceptance, progression, culture, cultural patterns, cultural universals, human interactions, symbolic structure, norms, mores, folkways, law, sanctions, social control, ethnocentrism, subculture, beliefs, values dominance, variations, symbols, communication methods, cohesiveness, conflict, beliefs, values, unification, racism, ageism, sexism, religious differences, sexual orientation, scapegoat, developmental process of beliefs

Core Learning Activities

- In groups of seven, students will take part in a Devastation Activity that reinforces the concepts of society, status, role, and decision-making skills. The Devastation Activity puts students in a scenario in which the world was attacked and only four people of the seven people that survived can fit into a fall out shelter. Students take on the persona of the character they have

and values, change and resistance, technology, wars and conquests, natural disasters, change over time, vested interests, ethnocentrism, change and perception, culture shock, frustration, good vs. bad.

Skills:

Students will develop global awareness as they:

- Differentiate patterns of behavior among cultures based on their social expectations and mores

Students will develop critical thinking skills and self-direction as they:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources, and
- Identify and evaluate different perspectives/points of view.

Students will develop information literacy skills as they:

- Identify and evaluate different perspectives/points of view;
- Detect bias in visual and/or print materials;
- Distinguish fact from opinion in narratives and arguments, and
- Critically evaluate the validity of information and/or positions in oral, print, visual, and other resource materials.

been assigned and fight for their character's survival. Through this activity students will have to win over the group and define and defend their role and status in society. Students will also create a new world in which they will define the culture

- Students will be shown cultural images (gauged ears/lips to show wealth and status among the tribe, scarification among the tribe to show status) and will turn and talk to one another about their reactions to the images. The teacher will then link the images and student reactions to culture shock.
- Students will see a National Geographic video about culture shock/taboo. While watching the video, students will have to identify the aspects of culture shock that they observed and will share that in the discussion. Students will then share their own culture shock experiences with the class. (teeth sharpening, neck stretching and bullet ants).
- Ranking American Values- Students will be given 18 common American values and in groups will have to discuss and assess where they think these values fall in order 1-18 (1 most important to 18 least important) based off of how they see culture in America. Students will have to explain their reasoning behind their rankings and will have to brainstorm two values that were not listed that they feel should have been and explain why. A full class discussion based off of different group rankings will lead to a bigger discussion on similarities and differences within American culture.



[Norms .pptx](#)

[Devastation Activity.pdf](#)

[Social Structure and Status.pptx](#)

[American Values.pdf](#)

[Culture Shock- Body modification](#)

[Culture Shock- Teeth chiseling](#)

[Culture Shock- Bullet Ants](#)

[RitesofPassage \(3\).pptx](#)

Assessments

Culture Project

Summative: Other written assessments

- **Subculture Project**—The students will create a cultural brochure in which they research a subculture within the world to identify the five basic components of that subculture's culture that include: technology, symbols, language, values and norms. Students also need to evaluate major rites of passage such as birth, attaining womanhood/manhood, marriage, death or one that pertains specifically to their subculture. Students will need to include one major event that that culture has experienced (ie, Stonewall, Israeli conflict etc). Students will

Resources

Professional & Student

Sociology and You- Shepard and Green -Glencoe 2008

Sociology Quest

The Devastation Activity

"Frontline- Growing up Online"

National Geographic video about culture shock/taboo.

Optional activities:

- Students will interview someone who grew up in a different generation than themselves and ask that person how culture has changed within their lifetime. Students will write down key aspects of culture change from their interview and will share what they found in a class

present their brochures in small groups so that each student has the opportunity to learn about another subculture. Students will be graded using the teacher and student assessment rubrics in addition to the Information Literacy Rubric.

Subculture project.docx

discussion about how culture changes over time.

- Students will watch a short video- "Cultural Discrimination- Albinos in Tanzania" and respond to prompts based off of cultural elements seen in the video such as food the albinos are eating and the way they are living their life. Students will have to identify norms, values, beliefs, and culture shock within the video.
- Students will be shown a documentary- "Frontline- Growing up Online." This video shows how our culture communicates now as opposed to the past (culture change). Students will see modern day communication (facebook, instagram, twitter etc) and assess their pros and cons and the role it will play in their lives.
- Sociology Quest- application questions pertaining to terms and concepts.

Cultural Discrimination: Albinos in Tanzania
Frontline: Growing Up Online
Culture: Quest

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy

Interdisciplinary Connections

English



Atlas Version 9.6

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Unit Planner: Conformity and Deviance

Sociology

Newtown High School > 2019-2020 > Grade 10 > Social Studies > Sociology > Week 5 - Week 9

Last Updated: Today by Amy Deeb

Conformity and Deviance

Deeb, Amy; Dieter, Candace; Franklin, Gary; Metz, Jessica; Meyer, Lisa; Pescarmona, Thomas; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Interactions

Lens: Value self and others, government

Generalizations / Enduring Understandings

1. Society teaches and influences morals and values of its.
2. People develop morals and values from the society in which they live.
3. Members of a society may not agree with what social norms.
4. Disregard for social norms can cause chaos.
5. Rewards and punishments manipulate its members to the expectations of daily life.
6. Conformity to and deviance from norms is not always good or bad.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. What are morals and values? (F)
b. How do people learn morals and values? (F)
c. Why do morals and values develop in societies? (C)
2. a. How do morals and values develop over time? (F)
b. How does society shape morals and values? (F)
c. How do morals and values differ between societies? (C)
3. a. In what ways do people agree with what society dictates is right or wrong? (F)
b. What are social norms? (F)
c. What does it mean to be "right" or "wrong" by societal standards? (F)
d. Why do people care what society thinks? (C)
e. Why don't some people care what society thinks? (P)
f. Why would a society need to dictate what is right or what is wrong? (C)
4. a. Why would people disagree with social norms? (C)
b. What problems would be created if individuals in a society disagreed with the social norms of that particular society? (C)
5. a. What is social chaos? (F)
b. Why do societies face chaos? (C)
c. How do people disregard social norms? (F)
6. a. What are expectations of daily life? (F)
b. What is conformity? (F)
c. What is deviance? (F)
d. What are rewards? (F)
e. What are punishments? (F)
f. What are the theories as to why people conform and deviate from norms? (F)

g. Why do societies use positive and negative sanctions to control the population? (C)

Provocative Questions:

- a. Should societies be allowed to dictate behaviors of their members? (P)
- b. Are societies affected by human interactions? (P)
- c. Is conformity always good or bad? Does society need both conformity and deviance? Does one benefit society more? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Show details

They respond to the varying demands of audience, task, purpose, and discipline.

Show details

They use technology and digital media strategically and capably.

Show details

They come to understand other perspectives and cultures.

Show details

Reading: History/Social Studies

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 4 APPLY- Visual Representation teaching about what mean and cruel behavior is and why it needs to stop.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Morals, values, methods of teaching, development of morals and values, society's influence over its people, societal differences, perceptions of what are right and wrong, empathy vs. apathy, social norms, conformity, deviance, theories of deviance, social chaos and causes, negative and positive sanctions, folkways, social control

Skills:

Students will develop critical thinking skills self-direction as they:

- Distinguish relevant from irrelevant information.
- Demonstrate active listening by raising questions, summarizing positions, and/or evaluating presented positions.
- View visual presentations critically by raising questions, summarizing or evaluating presented materials.
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources.
- Identify and evaluate different perspectives/points of view.

Core Learning Activities

- Analyze images of Brian Deneke (punk) and Dustin Camp (jock) who were part of a bullying case in Amarillo, Texas to identify what the initial stereotypes are of the two boys. The dislike of the the "punk" culture in Amarillo shows the societal issue of them being viewed as deviant in a society when they were not. This will show students that conformity is not always a good thing and deviance is not always bad.
- Students will analyze the theories of deviance such as frustration aggression, cultural transmission and innovation theory etc. There will be a class discussion on the theories and how they apply to life/society and to the Punk vs. Jock video.
- Students will analyze data from cyberbullying.org to address how social media plays a role in creating and perpetuating mean and cruel behavior. Students will use this statistical data in their PSA/Billboard summative assessment for the unit.
- Show Solomon Asch- "The Conformity Experiment" in which students will see the experiment that was done in the 1950's. Students then participate in a class activity where they re-do the Asch experiment. This shows the pressure to conform.
- Show Zimbardo experiment- students will see how people conform to the roles of power or subordination and apply deviance theories in a discussion based on the documentary.
- Students will view the documentary, *Bully* by Lee Hirsch and answer questions that include;
 - 1. Write your reaction to the film *Bully*.
 2. Give 3 examples of bullying that you saw

- in the video.
3. Give 2 examples of times that the adults in the video handled situations incorrectly and explain what they could have done instead.
 4. Give 2 examples of supportive adults in the video and how they were supportive.
 5. Of the students who were followed for a year, who do you feel the worst for? Which target or family? Why?
 6. Identify 3 deviance theories that can connect to the video and explain the connection.
 7. Based off the documentary, how is conformity not always a good thing and deviance not always bad?
 - What ideas can you take from the movie Bully that you can apply to your PSA or billboard?
 - Read an article and conduct a debate on capital punishment. Would people be less likely to deviate if the consequences were stronger?

[Bully Reaction.docx](#)

[Conformity and Deviance Punk vs Jocks questions.docx](#)

[Solomon Asch experiment](#)

[Zimbardo experiment](#)

[Cyberbullying.org](#)

[Conformity and Deviance vocab.pptx](#)

[Zimbardo experiment.docx](#)

[Conformity and Deviance intro.pptx](#)



[CRITICAL THINKING RUBRIC.pdf](#)

Assessments

Creating a PSA/Billboard against mean and cruel behavior

Summative: Personal Project

As an assessment to the Conformity and Deviance Unit students will work in small groups or individually to create a Public Service Announcement, Jingle, Commercial or a visual of their choice that will teach others about mean and cruel behavior and how and why it needs to stop. Students will be assessed according to the PSA/Billboard rubric and the critical thinking rubric.

Or

Students will take on the persona of a Sociologist at a conference that has to speak to young adult behavior. The topic will include why kids deviate- they will choose the deviation- drugs, bullying, low level crime etc and the consequences of it. What are the consequences in the state of Connecticut or the consequences of the deviance in the state they are planning to go to college in. Students will be assessed on the spoken communication rubric and will have to self-assess as well.

[PSA billboard assessment rubric.pdf](#)

Resources

Professional & Student

Bully Documentary- Lee Hirsch

Conformity Experiment- Solomon Asch

"Challenger- The Untold Story"

Prison Experiment- Zimbardo

Nightriding with the Klan- From "Teaching Tolerance" by Jim Carnes

Cyberbullying.org

"Guantanamo Bay: Why was it set up, what are the controversies and why does Obama want to close it?"-

Andre Buncombe of *The Independent*

Sociology and You- Shepard and Green -Glencoe 2008

Images of Brian Deneke (punk) and Dustin Camp (jock)

Kohlberg's moral dilemmas

Optional activities:

- After a discussion of the terminology from the unit, students will be asked to identify one of their own actions that displayed behavior (anonymously) that would be seen as

conforming and/or deviant. They will then be asked to evaluate why that action would be an example of conformity or deviance. Students will also be asked to identify sanctions that they received as a result of each act of conformity and/or deviance. This discussion serves as a platform for the conformity and deviance unit.

- "Bully Case Studies Part 1"- In small groups students will research and look for a story about a bullying case from the perspective of a young sociologist. Once the case is identified the group will analyze the story and come up with a way to explain it to classmates. The analysis of the case study is to include details like dates, times, locations, people involved and circumstances that lead to the outcome. Students will also have to connect a deviance theory to the case and explain its connection. Students will also have to hypothesize what could have been done to prevent the bullying in each case from happening.
- Students will work in groups to assess Kohlberg's moral dilemmas (husband cannot afford medication for his wife with cancer so he steals it). These dilemmas pit knowing what is morally right versus that which is morally wrong in order to do what is morally right. Students will assess whether the ends really do justify the means.
- Students will apply their new knowledge of sanctions to a court case about Lionel Tate, a 14 year old boy sentenced to life in prison for wrestling with his 6 year old neighbor that resulted in her death. Students will put Lionel Tate on trial and will then decide his fate based off of sanctions learned in class.
- Students will read the article, "Nightriding with the Klan." This helps students understand why an individual would join a deviant group such as the KKK, Neo-Nazi's or gangs and discuss the current climate of American culture.
- Students will read an article on Guantanamo Bay and will discuss the conformity of the soldiers and the treatment of the prisoners. Students will write a reflection about how the world perceives the United States based on the treatment of prisoners and link it to Solomon Asch's experiment on conformity.
- Show students a clip of a video " Challenger- The Untold Story" that shows how two NASA scientists were adamant that they should not launch based off of data but they conformed to group pressure and the outcome was the explosion of the Challenger. They will make a comparison to the Asch experiment and will also reflect on their own lives when they have given into peer pressure and "group think."
- Read an article and conduct a debate on capital punishment. Would people be less likely to deviate if the consequences were stronger?

Kohlberg's Moral Dilemma



Nightriding with the Klan.pdf

Guantanamo Bay-ACLU

Lionel Tate reading

Brian Deneke and Dustin Camp images

"Guantanamo Bay: Why was it set up, what are the controversies and why does Obama want to close it?"

Zimbardo Prison Experiment

Challenger-The Untold Story clip

Capitol Punishment

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking



CRITICAL THINKING RUBRIC.pdf



Spoken Communication

Interdisciplinary Connections

English unit with *Speak*



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Unit Planner: Socialization Sociology

Newtown High School > 2019-2020 > Grade 10 > Social Studies >
Sociology > Week 10 - Week 13

Last Updated: Friday, February 28, 2020
by Amy Deeb

Socialization

Deeb, Amy; Dietter, Candace; Franklin, Gary; Metz, Jessica; Meyer, Lisa; Pescarmona, Thomas; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Identity

Lens- Value of self and others

Generalizations / Enduring Understandings

1. Both nature and nurture critically determine or causing individual differences.
2. People, especially children, learn acceptable and unacceptable behaviors in a group through socialization.
3. Acceptable or unacceptable behaviors determine positions/roles in society.
4. Personality derives from the sum of an individual's physical characteristics, interests, abilities, habits and beliefs, which makes them unique.
5. Society shapes the development of personality.
6. Birth order molds the development of personality and socialization.
7. Authoritarian, authoritative, and permissive parenting styles contribute significantly to the development of a child's personality will develop.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. What is nature? (F)
b. What is nurture? (F)
c. Why would nature or nurture play a role in the physical and behavioral traits of an individual? (C)
2. a. What are acceptable and unacceptable behaviors? (F)
b. What is socialization? (F)
c. Why is it important for a society to have people behave in acceptable ways? (C)
d. What are the agents of socialization? (F)
3. a. In what ways do people learn acceptable or unacceptable behaviors that are set by society? (F)
b. What are the positions/roles of society? (F)
c. Why is it important to have a position/role in society? (C)
4. a. What factors make up an individual's personality? (F)
b. How do a person's physical characteristics, interests, abilities, habits, and beliefs help to create their personality? (F)
c. Why do people who live in the same society have such different personalities? (C)
5. a. What is society? (F)
b. How does society shape personality? (F)
c. Why does society play such a large role in the development of our personalities? (C)
6. a. What is socialization? (F)
b. What are the characteristics that apply to each of the birth order positions? (F)
c. How does birth order effect personality? (F)

- d. How do characteristics of birth order help to form one's socialization skills? (F)
- e. Does birth order matter? (P)

- 7. a. What are authoritarian, authoritative, and permissive parenting styles? (F)
- b. Why would a parenting style play a role in the development of child's personality? (F)
- a. How does nature and/or nurture influence who we become as individuals? (C)

Provocative Questions-

- b. Does the socialization process have such a major impact on our personalities? (P)
- c. Do parenting styles or lack thereof impact the development of personality? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

WHST.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS: Grades 11-12

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- EVALUATE- Socialization Unit Test

Critical Content & Skills

*What students must **KNOW and be able to DO***

Nature, nurture, the effects on personality, socialization and acceptable behaviors, the process in which we learn roles and status, theories of socialization, development of personality, positive and negative reinforcement, birth order, oldest, middle, youngest, only, twins, nuclear family vs. extended, birth order, theories of socialization, authoritarian, authoritative, democratic (indulgent), nature

Skills:

Students will develop critical thinking skills and self-direction as they

- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.
- Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Students will develop global awareness as they

- Differentiate patterns of behavior among cultures

Core Learning Activities

- Students will identify aspects of birth order from a *TIME* magazine article, "The Secrets of Birth Order" and from a *Family and Health Magazine* article "How Birth Order Affects Personality Traits." Students will then discuss the aspects of birth order that apply to oldest, middle, youngest and only children. Students will then apply those aspects to themselves and their family and analyze if the information holds true for their particular situation.
- Students will analyze the theories of socialization (John Locke, Erik Erickson, Jean Piaget, Charles Horton Cooley, and George Herbert Meade) and will apply those theories to the nature versus nurture argument.
- Students will read a case study, "Anna a Child in Isolation" that shows how socialization, even when started at the late age of six, still did a great deal toward making Anna a person. This will lead into a video based on Romanian Orphanages that addresses the idea of nature versus nurture.
- After the Romanian orphanages video students will read and discuss a scholarly article titled, "Understanding the Effects of Maltreatment on

based on their social expectations and mores.

Brain development."

- Based on the theories of socialization, birth order, and parenting styles students will debate the nature versus nurture argument.
- Agents of socialization activity- with a partner or in small groups students will assess how the agents (family, school, peer groups, mass media, work place and government) would teach/encourage and reinforce the idea of socialization in American culture.
- Parenting styles- As an opening activity students will brainstorm characteristics of parents they observed (strict, lenient, lovable, distant etc) and will discuss positive and negative impacts of that parenting style on a child.
- Students will be presented information on authoritative and authoritarian parenting styles and it's impact on their personality development. Students will read a series of articles on both parenting styles and need to apply the parenting styles to their lives.
- Personality development- Students will create a personality pie (interests, habits, beliefs, physical characteristics and abilities). Students will then participate in a class discussion on how these different traits are accepted or not accepted by the environment around them.
- Teacher will lead a discussion based off of "socializing the individual" which describes the four principal factors that social scientists see as influencing personality and behavior (heredity, birth order, parents and cultural environment). Students will then assess how these four factors impact their personality.

[Socialization-Personality Questions.docx](#)

[Romainian Orphanages.docx](#)

[Socialization-Birth Order.docx](#)

[Socialization-ParentingStyles.docx](#)

[Agents of Socialization.pdf](#)

[Anna a Child in Isolation.pdf](#)

[Personality pie.pdf](#)

[Power of Birth Order.pdf](#)

[Theories of Socialization.pdf](#)

[Authoritarian vs. Authoritative Parenting Styles.pdf](#)

[How to Bring out your Child's Best.pdf](#)

[Socializing the Individual.pdf](#)

["Understanding the Effects of Maltreatment on Brain development."](#)

Assessments

Socialization Unit Test

Summative: Standardized Test

Standardized Test: Students will be tested on unit material that includes: theories of socialization, characteristics of birth order, agents of socialization, parenting styles and personality development. Students will need to write a persuasive essay in which they use evidence from the unit to take a position on whether nature or nurture impacts a person's personality more. For support students will use socialization theories, birth

Resources

Professional & Student

Sociology and You- Shepard and Green -Glencoe 2008
TIME magazine article, "The Secrets of Birth Order" and from a Family and Health Magazine article "How Birth Order Affects Personality Traits."

"Anna a Child in Isolation" article titled, "Understanding the Effects of Maltreatment on Brain development."

"The Marinovich Project" from ESPN

Optional Activities:

order characteristics, parenting styles, agents of socialization.

Socialization Persuasive Essay

Summative: Other written assessments

[Socialization Test.docx](#)

[Socialization Essay.docx](#)

- Show "The Marinovich Project" from ESPN. Students will evaluate the impact of nature and nurture on personality development.
- Discussion on how culture/society views gender today. The Gay Straight Alliance (GSA) will come in and present a lesson on bystanders, victims and perpetrators. Day 2- the GSA will lead a panel discussion for students.

[The Marinovich Story.docx](#)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Written Performance

Interdisciplinary Connections



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Unit Planner: Dominant and Minority Groups Sociology

Unit Planner, March 5, 2020, 8:30 AM

Newtown High School > 2019-2020 > Grade 10 > Social Studies >
Sociology > Week 14 - Week 20

Last Updated: Friday, February 28, 2020
by Amy Deeb

Dominant and Minority Groups

Deeb, Amy; Dietter, Candace; Franklin, Gary; Metz, Jessica; Meyer, Lisa; Pescarmona, Thomas; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Perspective

Lens- Value of self and others, government

Generalizations / Enduring Understandings

1. Founders establish norms, values and standards for society through ethnocentric practices.
2. Minority groups choose to assimilate or segregate from norms, values and standards.
3. The group that sets the norms, values, and standards controls society.
4. Generalizations based on ethnocentric ideas lead to prejudice belief.
5. Prejudice often creates tension that may incite acts of discrimination.
6. Discrimination forces members of the minority group to either withdraw from society, submit to dominant ways, or feel agitation towards or intimidated by the dominant group members.
7. Discrimination often leads to the oppression.
8. Stereotypical beliefs of racism, ageism and sexism create misunderstanding between dominant and minority groups.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1.a. What do "dominant" and "minority" mean? (F)
b. Who compromises the dominant group? A minority group? (F)
c. Why do dominant and minority groups exist? (C)
2. Is assimilation or segregation a choice? (C)
3. a. Who sets norms and values? (F)
b. Why must social control exist? (C)
4. a. What are prejudice beliefs? (F)
b. How/Why does ethnocentrism lead to prejudiced beliefs? (C)
5. a. What are prejudice ideas? (F)
b. What causes "tension" between groups of people? (C)
c. What are acts of discrimination? (F)
d. How are ideas linked to action? (C)
6. a. What are discrimination, withdrawal, submission, agitation, and intimidation? (F)
b. How can one group force another to think or behave in certain ways? (C)
7. a. What is oppression? (F)
b. What effects does oppression have on society? (F)
c. Why would one group want to oppress another? (C)
8. a. What is a stereotype? (F)
b. What are racist groups, generation gaps, gender differences, and ethnic/social enclaves? (F)
c. Why do racism, ageism, and sexism lead to misunderstandings between dominant and minority groups? (C)

Provocative Questions:
a. Why do societies allow stereotypical beliefs to affect the lives of dominant and minority groups? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: History/Social Studies

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

WHST.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1e. Provide a concluding statement or section that follows from or supports the argument presented.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: Grades 11-12

Reading: History/Social Studies

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Dimension 2: History

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.7 Apply civic virtues and democratic principles when working with others.

CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- CREATE- Hate Crime Analysis

DOK- Level 3- CREAE- The Help/ Pyramid of Hate application

Critical Content & Skills

What students must **KNOW and be able to DO**

The existence of dominant and minority groups, norms, values, existence of social control. ethnocentrism, prejudice, belief systems, prejudice ideas, tension, discrimination, the difference between prejudice and discrimination, discrimination, withdrawal, submission, agitation, intimidation, oppression, effects of, dominance, stereotype, racial groups, generational gap, gender differences, enclaves

Skills:

Students will develop critical thinking skills and self-direction as they:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Identify and evaluate different perspectives/points of view;
- View visual presentations critically by raising questions, summarizing, or evaluating presented material;

Students will develop information literacy skills as they:

- Distinguish relevant from irrelevant information;
- Detect bias in visual and/or print materials;
- Evaluate the validity of information and/or positions in oral, print, visual, and other resource materials;
- Analyze print materials for bias, point-of-view, and context.
- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks;
- Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

- In an interactive activity, students will identify stereotypes and explore their misuse as they generalize about a group of people. Through the activity students will be able to identify what stereotypes are and realize that the problem with stereotyping is that the stereotypes are generally applied to all who fit into a category, however really only apply to some in the given group. They will assess where stereotypes fall on the pyramid of hate.
- In a class discussion format students will be introduced to that idea that there are other forms of discrimination that still seem socially acceptable and are viewed as such by society such as obesity. The documentary *Weight of a Nation Stigma- The Human Cost of Obesity* OR *The Weight of a Nation- Poverty and Obesity* will be shown to allow students to see the perspective of an obese person in a society that is heavily influenced by social expectations.
- Show "Children of the Plains"- a documentary on the Lakota Sioux Native Americans in Pine Ridge. Students will be shown the documentary and will apply the dominant and minority group terms throughout the video. Students will identify effects of prejudice on the Lakota tribe and reactions to discrimination they face.
- US Government and Indian Policy simulation- students will be given information on wars, treaties, removals and reservations. Students will participate in a simulation in which Native Americans are ripped from their land.
- Read "And Then I went to School: Memories of a Pueblo Childhood"- Joe Suina- This article shows how Native American children were stripped of their "Indian" and therefore culture and forced into a western education. This first hand article shows the impact that a dominant group can have on a minority group. Students will apply terms from the unit as they answer and discuss questions.
- While watching the movie *The Help* and reading excerpts from the book students will identify various differences between whites and blacks in the movie/book. These include; "separate but equal," educational differences, differences in living conditions, community differences, friendships, transportation, effects of prejudice on the dominant and minority group, patterns of discrimination, reactions to discrimination and the Pyramid of Hate.
- Pyramid of Hate is a visual tool that will be used to help students understand how prejudice and discrimination can lead to genocide.

Pyramid of Hate application: Place characters from "The Help" on the Pyramid of Hate based

on their treatment or their actions. Students then need to explain in writing and in discussion format why each character was placed where they were.

Characters: Eugenia "Skeeter" Phelan, Aibileen Clark, Minny Jackson, Hilly Holbrook



[Weight of a Nation.docx](#)

[The Weight of the Nation-HBO Documentary](#)
[Children of the Plains](#)



[And then I went to School.pdf](#)



[pyramid-of-hate.pdf](#)

[Children of the Plains.docx](#)

Assessments

Hate Crime Analysis

Summative: Oral Report

Students will research and orally present information about a hate crime that has occurred in the past. Students will analyze the factors that contributed to the hate crime taking place, identify the aspects of prejudice, discrimination and stereotyping that occurred in the hate crime and identify the aspects that make the case they chose a hate crime. Students will present the hate crime they chose to the class in an oral presentation that includes a visual component. This presentation can be graded based on the Information Literacy Rubric.

The Help/Pyramid of Hate Analysis and Application Summative: Personal Project

- While watching the movie *The Help* and reading excerpts from the book students will identify various differences between whites and blacks in the movie/book. These include; "separate but equal," educational differences, differences in living conditions, community differences, friendships, transportation, effects of prejudice on the dominant and minority group, patterns of discrimination, reactions to discrimination and the Pyramid of Hate.
- Pyramid of Hate is a visual tool that will be used to help students understand how prejudice and discrimination can lead to genocide.

Pyramid of Hate application: Place characters from "The Help" on the Pyramid of Hate based on their treatment or their actions. Students then need to explain in writing and in discussion format why each character was placed where they were.

[The Help.docx](#)

[pyramid-of-hate.pdf](#)

Resources

Professional & Student

Film- *The Help*

Book- *The Help* by Katherine Stockett

HBO Documentary- *The Weight of the Nation Stigma- The Human Cost of Obesity or The Weight of a Nation- Poverty and Obesity*

Film- *Roots* (one scene)- I am Kunta

"And Then I went to School: Memories of a Pueblo Childhood"- Joe Suina

"Children of the Plains" 20/20 documentary

Pyramid of Hate-visual

Sociology and You- Shepard and Green -Glencoe 2008

Optional Activities:

- Students will be shown a video from the updated movie *Roots* "I am Kunta" scene. This is used to show students how the dominant groups forces the minority group to conform. This allows the students to see how the dominant group forced control over the minority group members. This is a reaction to discrimination in that they feel defeated when they are forced to give in and shows the power the dominant group member feels. It shows the role culture plays in dominant groups becoming dominant and minority groups remaining minority groups and what can cause minority groups rise up or stay oppressed.
- The Gay Straight Alliance will come into class and do a lesson on discrimination that members of the LGBTQ community face. GSA students then come for a "town hall" meeting where students are able to ask questions and the GSA students are able to share their stories.

["I am Kunta"- Roots](#)

Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy



Standards for Written Communication (1).docx



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7 Curriculum Developers

Unit:	Sep							Oct							Nov							Dec							Jan							Feb							Mar							Apr							May							Jun						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38																																
The Ancient World	0	✓																																																																				
Medieval Europe	0	✓																																																																				
The Evolution of Modern Europe	0	✓																																																																				
Monarchy Through Revolution	0	✓																																																																				
Revolution in Industry, Art and Science	0	✓																																																																				
World War I	0	✓																																																																				
World War II	0	✓																																																																				



Unit Planner: The Ancient World Western Studies I and II

Approved: February 28, 2019, 9:00 AM

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I
and II > Week 1 - Week 5

Last Updated: Today by Rachel
Torres

The Ancient World

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Geography, Identity, Interaction, Scarcity, Systems, Values, Culture, Innovation/Identity

Generalizations / Enduring Understandings

1. Physical environment may limit or promote interaction with other groups shaping a people's identity.
2. Different political, economic, and military systems may bring order and challenges, shaping a people's worldview.
3. Belief systems shape the values, traditions, and arts of a people.
4. The exchange of culture and innovation molds/shapes the identity of a people.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. How do mountains, plains, and coastlines affect a nation? (F)
b. What effect does the environment have on a people's identity?(C)
 2. a. How did the political, economic and military systems of the Ancient world impact their societies and the Mediterranean world? (C)
b. Under what conditions do conflicts and systems encourage and/or limit interactions of citizens of diverse groups? (F)
c. What leads some groups to dominate other groups? (C)
 3. a. How did the beliefs of the Greeks and Romans influence their art, architecture, and festivals (customs)? (F)
b. How do religion and philosophy influence a group's identity? (C)
c. What new ideas did the Greek philosophers introduce (link to political systems)? (F)
 4. a. What was the impact of cultural exchange on the Greeks and Romans? (F)
b. What did the Greeks and Romans discover, create, and invent which led to their advancement as a people? (F)
c. What leads to the advancement of civilizations? (P)
- Provocative Questions-
- a. Is it better to maintain cultural identity or meld into a broader culture? (P)
 - b. Can civilizations advance without cultural exchange? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Change, Continuity, and Context

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

Dimension 2: Civics

Participation and Deliberation

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Dimension 2: Geography

Human-Environment Interaction: Place, Regions, and Culture

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- level 2- UNDERSTAND-Greek and Roman Culture
DOK- Level 4-UNDERSTAND- Emperors
DOK- level 3- CREATE- The Roman Empire
DOK- Level 3- ANALYZE- Cultural Diffusion and Identity
DOK- Level 4- UNDERSTAND- Then and Now Assessment
DOK- Level 3- UNDERSTAND- Greeks and Romans Unit Test

Critical Content & Skills

What students must KNOW and be able to DO

Topics:

Scarcity of resources, characteristics of a civilization, monotheism, Greece, Rome, Roman Republic, Twelve Tables, Punic Wars, Hannibal, Caesar, Roman Empire, Augustus, *Pax Romana*, Diocletian, Constantine, barbarian invasions, fall of the Western Empire, monarchy, oligarchy, democracy, Athens, Sparta, Golden Age, Pericles, polytheism, *Iliad*, *Odyssey*, the Parthenon, Pantheon, Colosseum, Olympics, Socrates, Plato, Aristotle, commerce, conquest, colonization, contact, Aeneid, rise of Christianity, engineering, conquest, colonization, Alexander the Great, architecture, science, math, roman roads, aqueducts

Skills:

Students will develop critical thinking skills and self-direction as they:

- Independently develop a position and support it with content based evidence;
- Identify and evaluate different perspectives/points of view;
- Critique alternative interpretations of history/social studies issues so as to weigh the credibility/reliability of different sources;
- Distinguish relevant from irrelevant information;
- Use historical maps to identify physical features of regions;
- Critically view visual presentations by raising questions, summarizing, or evaluating presented material, and
- Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns of human and physical features.

Students will develop information literacy skills as they:

- Analyze primary sources to draw conclusions, and
- Read to recognize bias, point-of-view and context of historical events.

Students will develop problem-solving skills as they:

- Apply information to issues of national importance and propose a reasoned solution.

Core Learning Activities

All Teachers Must Do:

- Students will explore the similarities and focus on the differences of Sparta and Athens as they are so close geographically but so different culturally. Students will then create a t-chart in preparation for writing letters to boys of the time period addressing their cultural differences.

Additional Activities Teacher Can Choose From:

- Students will identify and analyze the importance of Homer's works the *Iliad* and the *Odyssey* on the story of the Greeks. Using this information they will create their own epic poem combining ideas from the ancient Greek and modern world.
- Students will analyze Pericles' Funeral Oration to determine his view of the identity of the Athenians. Evaluate the oration as a source of history.
- Students will examine and analyze the reasons for the Fall of the Roman Empire. They will assess the impact of the emperorship and the spoils of Rome on the decline. They will also investigate other internal and external causes for the Fall. As a class, students will examine some of the same issues facing America today and assess to what extent America is "falling."

Assessments

Greek and Roman Culture

Summative: Group Project

Additional Assessment Teachers Can Choose From:

In groups, students will research one of a variety of topics about Greek and Roman culture. They will find historical information about the topic and research how that topic continues to influence people today. The group will be responsible for both oral and written components that will be assessed through group and individual pieces.

Emperors

Formative: Personal Project

Additional Assessment Teachers Can Choose From:

Students will create campaign posters for a Roman emperor. They will conduct research and assess the importance of what the emperor accomplished and make decisions about what should be included on the poster. Students will then make a comparison to a 20th or 21st Century leader who exhibits some of the same characteristics.

The Roman Empire

Formative: Visual Arts Project

Additional Assessment Teachers Can Choose From:

Students will create a four-page booklet on the identity of the Romans. Each page will identify a key characteristic that contributes to the identity of the Romans and three pictures that illustrate each choice. On the back of each page the students will write a paragraph explaining the characteristic as well as including the impact of this characteristic on the development of Rome.

Cultural Diffusion and Identity

Summative: Expository Essay

Additional Assessment Teachers Can Choose From:

Referring to the circumstances under which contact between groups of peoples occurs, the students will write an essay addressing the following question: How does contact with other civilizations shape the identity of a group? Use specific references to the Greeks, and Romans.

Then and Now

Summative: Expository Essay

Additional Assessment Teachers Can Choose From:

Students will write an essay describing the impact of cultural exchange from the ancient civilizations on people today. They will look to cite "evidence around them" as they explore the impact of ancient cultures today.

Greeks and/or Romans Unit Test

Summative: Written Test

Teacher must give an end of unit test on Greece and/or Rome and *it is in addition to the core assessments.*

Resources

Professional & Student

- World History textbook
- Primary Sources
- Civilization Game
- Pericles Funeral Oration
- Illiad
- Odyssey

Student Learning Expectation & 21st Century Skills

Interdisciplinary Connections
English and Visual Arts

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance



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Unit Planner: Medieval Europe Western Studies I and II

Monday February 24 10:01 AM 2019

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I
and II > Week 6 - Week 10

Last Updated: Today by
Rachel Torres

Medieval Europe

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Government, Stability, Feudalism, Manorialism, Political Systems, Religion, Trade, Socio-Economic Class System/Systems

Generalizations / Enduring Understandings

1. In the absence of a strong central government, hierarchical political and religious systems develop in an attempt to stabilize and protect society.
2. Religious conquests spread new ideas and trade.
3. Economic and political stability can promote the evolution of trade, the growth of towns, the development of a middle class, and the emergence of kingdoms.
4. Discontent motivates one to challenge the political system and breeds a desire for individual rights.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. How did feudalism provide protection for citizens? (F)
b. How did the manor system impact Medieval Europe? (F)
c. What was the role of the church in feudal society? (F)
d. How did castles and cathedrals express the power of feudalism and religion? (F)
e. What are the advantages and disadvantages of hierarchical systems? (C)
f. What conditions fostered the development of the hierarchical systems? (F)
2. a. How did the spread of Islam impact Europe? (C)
b. What motivated the Crusaders? (F)
c. How did the Crusades promote change in Europe? (C)
d. Why do religious groups seek converts? (C)
e. How does the spread of religion impact secular life? (C)
3. a. Why were guilds important? (F)
b. What were the conditions that promoted/threatened the growth of towns? (F)
c. How do economic and political stability advance society? (C)
d. Why is the development of a middle class important to economic and political stability? (C)
4. a. How did the Magna Carta introduce individual rights and challenge absolute monarchy in England? (F)
b. What causes citizens to fight for individual rights? (C)

Provocative Questions-

- a. Do political and religious systems promote progress

or stagnation? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 1: Developing Questions and Planning Inquiry

Modern World History

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: History

Change, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

Historical Sources and Evidence

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Dimension 2: Geography

Human-Environment Interaction: Place, Regions, and Culture

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Populations: Spatial Patterns and Movement

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Dimension 3: Evaluating Sources & Using Evidence

Modern World History

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK-Level 3- CREATE- Systems in the Middle Ages

DOK- Level 3- UNDERSTAND- Medieval Europe Unit Test

Critical Content & Skills

What students must KNOW and be able to DO

Topics:

Germanic tribes, Feudal system, chivalry, manor system, lords, serfs, Christianity, salvation, tithes, excommunication, castles, cathedrals, The Crusades, guilds, middle class, Black Death, absolute monarchy, divine right of kings, limited monarchy, King John, Magna Carta.

Skills:

Students will develop critical thinking skills and self-direction as they:

- Distinguish relevant from irrelevant information;
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Demonstrate active listening skills by raising questions, summarizing positions, and/or evaluating the presented positions;
- Interpret historical events, including examples of continuity and change, the role of chance,

Core Learning Activities

All Teachers Must Do:

- In groups, the students will play the Survival and Protection Game. They will decide what they would do given a major disruption that threatens their way of life. They will analyze and evaluate potential solutions and defend their choices. This activity introduces the circumstances that led to the development of the feudal system.

Additional Activities Teacher Can Choose From:

- Students debate the positive and negative impacts of the Crusades on the Medieval World and the world today.

<p>oversight and error, turning points, and historical perspectives;</p> <ul style="list-style-type: none"> • Construct timelines of key events, people, and ideas; • Recognize unstated assumptions, distinguish a conclusion from supporting statements, and analyze and critique the components of an argument, and • Use geographic tools and technologies to pose and answer questions. <p>Students will develop information literacy skills as they:</p> <ul style="list-style-type: none"> • Identify and evaluate different perspectives/points of view; • Detect bias in visual and/or print materials, and • Use the Internet for accessing information and assessing the credibility of the sources of information. 	
<p>Assessments</p> <p>Systems in the Middle Ages Summative: Visual Arts Project Additional Assessment Teachers Can Choose From:</p> <p>The students will prepare a guide to systems in the Middle Ages. They will consider four systems: feudalism, manorialism, the Church, and trade. The cover will illustrate each system. For each system, the student will identify its purpose, how it operated, and the impact of the Crusades on it. Diagrams may be used to enhance the explanations.</p> <p>Medieval Europe Unit Test Summative: Written Test Teacher must give an end of unit test on Medieval Europe and <i>it is in addition to the core assessments.</i></p>	<p>Resources <i>Professional & Student</i></p> <ul style="list-style-type: none"> • World History textbook • Survival Protection Game
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Critical Thinking • Written Performance 	<p>Interdisciplinary Connections Debate & Visual Arts</p>





Unit Planner: The Evolution of Modern Europe Western Studies I and II

Monday, February 26, 2020 10:46:41 AM

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I and II > Week 10 - Week 14

Last Updated: Today by Rachel Torres

The Evolution of Modern Europe

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Innovation, Renaissance, Humanism, Secularism, Reformation/Continuity & Change

Generalizations / Enduring Understandings

1. Economic stability encourages patronage of the arts and the flourishing of new ideas.
2. When a worldview defined by religion shifts to one shaped by human potential, it can lead to increased achievements in the arts and sciences.
3. Reformers challenge established practices, threaten authority, and promote alternative religious views.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. What changes did the Renaissance bring? (F)
b. What were the economic conditions that gave rise to the Renaissance? (F)
c. How does an increase in technology lead to the dissemination of new ideas? (C)
d. Why do new ideas advance and culture flourish during times of economic stability? (C)
2. a. How did people's image of themselves change during the Renaissance? (C)
b. How did the views of religion in society change during the Renaissance?(F)
c. Why did humanism promote advancements in the arts and sciences? (C)
d. What factors promote advancements in science and art? (F)
3. a. What were the beliefs that challenged the authority of the Roman Catholic Church? (F)
b. What was the impact of the Protestant Reformation on European society? (F)
c. What were the effects of the Reformation on political and religious institutions? (F)
d. How do changes by religious reformers contribute to changes in society? (C)

Provocative Questions-

- a. Do new discoveries and ideas always benefit society? (P)
- b. Is cultural diffusion a positive or negative force? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 1: Developing Questions and Planning Inquiry

Modern World History

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

Dimension 2: History

Change, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 2: Civics

Processes, Rules, and Laws

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 4- ANALYZE- Mock Trial- Martin Luther

DOK- Level 2- UNDERSTAND- Obituary from the Renaissance

DOK- Level 2- CREATE- Spirit of the Renaissance Award

DOK- Level 3- UNDERSTAND- The Evolution of Modern Europe Unit Test

Critical Content & Skills

*What students must **KNOW and be able to DO***

Topics:

Growth of cities, patrons, inventions, trade, Leonardo

Core Learning Activities

All Teachers Must Do:

Students will compare Medieval and Renaissance

DaVinci, Michelangelo, humanism, and Italian Renaissance Art, Martin Luther, John Calvin, Protestant Reformation, Henry VIII, Anglican Church, and Catholic Church

Skills:

Students will develop critical thinking skills and self-direction as they:

- Distinguish relevant from irrelevant information;
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Differentiate patterns of behavior among cultures based upon their social expectations and mores, and
- Differentiate and use primary and secondary source documents to conduct research.

Students will develop information literacy skills as they:

- Identify and evaluate different perspectives/points of view;
- Detect bias in visual and/or print materials;
- Critically evaluate the validity of information and/or positions in oral, print, visual, and other resource materials, and
- Critically analyze printed materials to identify bias, point-of-view, and context.

artwork. Students will move through an exhibit in the classroom comparing the pictures, looking for common themes, and differentiating between the two types of art. Additionally students may be asked what the artist is trying to convey, using the major events of the time period to guide them. This activity allows students to differentiate artwork between two time periods and infer what was important to their culture during both the Medieval and Renaissance eras.

Additional Activities Teacher Can Choose From:

- Students will call upon prior knowledge of Plato, Socrates (Unit 1) and Machiavelli (Unit 2) as they create an authentic dialogue connecting the ideas to those of John Locke and Thomas Hobbes (Unit 3). This activity asks the students to suspend disbelief and put all of these philosophical scholars at the same time and place. From there, they converse on any variety of topics based on the year in which they meet (this is up to the student and it usually takes place in the status quo). Students learn to connect these ideas to contemporary issues in society, thereby strengthening their grasp on these philosophical ideas.
- Students will take a Greed/Honesty test. It includes a series of scenarios asking them how they would react to different situations. This exercise encourages great class discussion and links directly to our nature as human beings. It begs the question... What keeps us from violating the rights of others? Is it our nature or is it the rule of laws that we have in place? This is when the teacher provides an overview of Locke and Thomas Hobbes and their views on the state of nature and government. Who is right? In this exercise students learn the basic ideas of Locke and Hobbes and determine for themselves who is right with regard to the nature of man.
- Students will use the English Civil War, the Glorious Revolution, The Reformation, The Magna Carta and even the American Revolution as examples of revolution. Students are challenged to identify what their natural rights are and how teachers and administrators infringe upon these rights during the school day. Students will also link these violations to an historical event (one of the acts of rebellion that we have previously studied) and the lesson ends with a rebellion (debate) with an administrator, school representative or parent coming to the class to defend school policy. This is done in a debate format.

Assessments

**Mock Trial- Martin Luther
Summative: Dramatization
Additional Assessment Teachers Can Choose From:**

Resources

Professional & Student

The class will participate in a mock trial held by the Catholic Church, accusing Martin Luther of undermining church authority and preaching heresy, resulting in the break up of the church. Defense and prosecution attorneys call witnesses on both sides and the rest of the students serve as judges. Through the trial process, students learn both the cause and the historical impact of the Reformation and are able to evaluate arguments on both sides of the issue.

Obituary from the Renaissance

Formative: Narrative Writing Assignment

Additional Assessment Teachers Can Choose From:

The students will write an obituary for an individual who lived during the Renaissance and whose ideas contributed to change during this period.

Spirit of the Renaissance Award

Formative: Visual Arts Project

Additional Assessment Teachers Can Choose From:

Students will nominate someone for the Spirit of the Renaissance Award. The nomination documents include the following: A cover visually introducing your nominee; An introduction describing the criteria for the award; A biographical sketch of your nominee, and a letter of recommendation describing the nominee's qualifications for the award with references to the criteria identified above.

The Evolution of Modern Europe Unit Test

Summative: Written Test

Teacher must give an end of unit test on the Evolution of Modern Europe and *it is in addition to the core assessments.*

- Excerpts from Primary Sources
- World History Textbook

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking

Interdisciplinary Connections

Lord of the Flies from English I

Art Work





Unit Planner: Monarchy Through Revolution Western Studies I and II

Monday, January 28, 2019, 10:28 AM

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I
and II > Week 15 - Week 18

Last Updated: Today by
Rachel Torres

Monarchy Through Revolution

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Absolutism, Monarchy, Enlightenment, Philosophers, Rights, Nationalism, Revolution/Continuity & Change

Generalizations / Enduring Understandings

1. Growing awareness of individual rights may challenge established practices.
2. Developing awareness of economic, social and political opportunities and inequities can lead to conflict and rebellion.
3. People may desire a strong ruler who can bring order and control in times of rapid change.
4. Political and social conservatives attempt to maintain the status quo during times of geopolitical boundary changes/revolutions.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. How did the monarchies of England and France differ during the 1600's? (F)
b. How did the Enlightenment thinkers encourage political change? (F)
c. What causes leaders to violate the natural rights of citizens and abuse their power? (F)
d. What is the value of questioning our leaders? (C)
2. a. What were the causes of the French Revolution? (F)
b. What were the three estates and what were the rights and responsibilities of each? (F)
c. What were the ideals of the French Revolution? (F)
d. How did the French Revolution challenge the role of monarchies in Europe? (C)
e. How can the existence of social classes be a catalyst for social and political rebellion? (C)
3. a. How did Napoleon rise to power and why did the people follow him? (F)
b. In what ways did Napoleon bring order and control after the French Revolution? (F)
c. Did Napoleon further or undermine the ideals of the French Revolution? (C)
d. Why do people revert to traditional values after they have fought for change? (C)
4. a. How did the Congress of Vienna redraw the map of Europe? (F)
b. How did the increase in nationalism in Europe threaten the balance of power? (C)
c. Why are people drawn to conservatism? (C)
d. What causes nationalism within societies? (C)

Provocative Questions-

- a. Are all absolute monarchs tyrannical? (P)

b. Was the French Revolution notorious or glorious? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Change, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

Historical Sources and Evidence

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

Causation and Argumentation

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Populations: Spatial Patterns and Movement

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Dimension 3: Evaluating Sources & Using Evidence

Modern World History

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the

origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- ANALYZE- Napoleon Bonaparte- A Revolutionary or King?

DOK- Level 4- EVALUATE- Political Ideologies of the French Revolution.

DOK- Level 3- UNDERSTAND- Monarchy Through Revolution Unit Test

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Topics:

Absolute monarchy, Louis XIV, Versailles, Declaration of the Rights of Man, Tennis Court Oath, Robespierre, Parliament, Age of Enlightenment, Hobbes, Locke, Rousseau, Montesquieu, Voltaire, abuse of power, Louis XVI, French Revolution Events, Timeline and Significance, Congress of Vienna, estates system, Taxation, Napoleon Bonaparte, status quo, geographical changes, liberalism, conservatism, balance of power, legitimacy, nationalism, reactionaries, radicals

Skills:

Students will develop critical thinking skills self-direction as they:

- Distinguish relevant from irrelevant information;
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Demonstrate active listening by raising questions, summarizing positions, and/or evaluating presented positions, and
- Critically view visual presentations by raising questions, summarizing or evaluating presented material.

Students will develop information literacy skills as they:

- Identify and evaluate different perspectives/points of view;
- Detect bias in visual and/or print materials;
- Distinguish fact from opinion in narratives and arguments, and
- Critically evaluate the validity of information and/or positions in oral, print, visual, and other resource materials.

Core Learning Activities

All Teachers Must Do:

Students will take a Greed/Honesty Test. It includes a series of scenarios asking them how they would react to different situations. This exercise encourages great class discussion and links directly to our nature as human beings. It begs the question....What keeps us from violating the rights of others? Is it our nature or is it the rule of laws that we have in place? This is when the teacher provides an overview of John Locke and Thomas Hobbes and their views on the state of nature and government. Who is right? In this exercise students learn the basic ideas of Locke and Hobbes and determine for themselves who is right with regard to the nature of man.

Additional Activities Teacher Can Choose From:

- Students will create an annotated timeline of the French Revolution. Throughout the study of the Revolution they will add to the timeline placing events, dates, and pictures of those events.
- Students will analyze the painting entitled *Bonaparte Crossing the Alps at Grand-Saint-Bernard* by Jacques Louis David. They will view how the artist interpreted Napoleon and discuss why the artist included the names Hannibal, etc. In addition they will discuss the background of the painting and the horse's expression and how one might see Napoleon after viewing the painting.
- Students will identify and interpret the major events of the French Revolution, while watching the History Channel French Revolution video. While viewing, the students will be answering prepared questions which will cover major events of the French Revolution. The material from the video may also be used to complete the French Revolution Annotated Timeline Assignment.
- Students will explore and compare how the map of Europe has changed from Napoleonic Europe to Post Congress of Vienna. Students will view the massive area Napoleon conquered and discuss how this was possible, how the people reacted to Napoleon, the impact on the citizens

within the Napoleonic Europe and how cultures were impacted throughout Europe.

Assessments

Napoleon Bonaparte- A Revolutionary or King? Summative: Expository Essay

Additional Assessments Teachers Can Choose From:

Students will research through primary and secondary sources regarding Napoleon Bonaparte to gather information with which they will either write an essay or debate script to explain whether or not he furthered the ideals of the French Revolution.

Political Ideologies of the French Revolution.

Summative: Visual Arts Project

Additional Assessments Teachers Can Choose From:

Students will create a brochure written during the Reign of Terror to persuade people to support the Jacobins, Girondins, a limited monarchy, or an absolute monarchy. Include a cover that identifies the position, a political cartoon that visually expresses the point-of-view, and an essay appealing to the audience. The brochure should reflect the events and changes as of October 1793.

Monarchy Through Revolution Unit Test

Summative: Written Test

All Teachers must give a Monarchy Through Revolution Unit Test and *it is in addition to the core assessments.*

Resources

Professional & Student

World History textbook

History Channel video- *The French Revolution*

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Written Performance

Interdisciplinary Connections

Writing: Expository Essay

Visual Arts





Unit Planner: Revolution in Industry, Art and Science Western Studies I and II

Monday, February 24, 2020 10:41 AM

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I
and II > Week 22 - Week 24

Last Updated: Today by
Rachel Torres

Revolution in Industry, Art and Science

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Industrialization, Capital, Revolution, Technology, Labor, Urbanization, Economic Systems, Realism,
Romanticism/Continuity & Change

Generalizations / Enduring Understandings

1. Use of human and natural resources depends on location, physical environment, population density and scarcity.
2. New technology forces society to adapt to changing conditions.
3. Political and economic philosophies compete to address the changing circumstances driven by new technology.
4. Arts and Sciences reflect the changes in society.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. Why did the Industrial Revolution begin in Great Britain? (C)
b. How did people utilize geography to develop industry? (C)
c. How did population density and industrialization relate? (F)
d. What elements are necessary for the growth of industry? (F)
2. a. How were people's lives positively and/or negatively impacted by the Industrial Revolution? (C)
b. How did the Industrial Revolution change the structure of society? (C)
c. How did new technology impact the production process during the Industrial Revolution? (F)
d. Why do businesses seek technological advancement? (F)
e. Do citizens pay a price for advancements in technology? (P)
3. a. How did labor unions and reforms of the Industrial Revolution achieve their goals? (F)
b. What philosophies emerged during the Industrial Revolution in an attempt to solve problems? (F)
c. What is the role of government in the economy? (C)
d. How do the economic systems of capitalism, socialism, and communism differ? (F)
4. a. What are Realism and Romanticism? (F)
b. How did the Industrial Revolution influence literature, art and music? (F)
c. How do the Arts and Sciences inspire people to make change? (C)

Provocative Questions-

- a. Is the world a better place due to industrialization? (P)
b. Is progress always positive? (P)
c. What is the impact of new technologies on developed and developing nations? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Change, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and

place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 2 UNDERSTAND- Cereal Box Assignment

DOK- level 4 ANALYZE- Legislation and the Industrial Revolution

DOK- Level 4 CREATE- Create an Invention

DOK- Level 3 UNDERSTAND- Revolution in Industry, Art and Science Unit Test

Critical Content & Skills

*What students must **KNOW and be able to DO***

Topics:

Agricultural Revolution, enclosure movement, natural resources, workers, wealth, markets, Great Britain, transportation networks, scarcity, population, capital, entrepreneurs, standard of living, technology, social classes, labor unions, child labor, working conditions, labor laws, urbanization, role of women/children, factory system, cottage system, Marx, Adam Smith, communism, capitalism, nationalism, socialism, laissez-faire economics, Romanticism and Realism.

Core Learning Activities

All Teacher Must Do:

- Students will analyze primary source documents to determine if and how problems of harsh working conditions and child labor were solved. They will examine the beginnings of how government instituted laws and regulations to protect the workers.

Skills:

Students will develop critical thinking skills and self-direction as they:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources, and
- Identify and evaluate different perspectives/points of view.

Students will develop information literacy skills as they:

- Distinguish relevant from irrelevant information in historical narratives and stories;
- Detect bias in visual and/or print materials;
- Recognize bias, point-of-view, and context of historical events, and
- Differentiate and use primary and secondary source documents to conduct research.

Students will develop global awareness as they:

- Differentiate patterns of behavior among cultures based on their social expectations and mores

Additional Activities Teacher Can Choose From:

- Students will conduct a simulation of a production line from the Industrial Revolution. They will experience the working conditions and labor issues that arose in factories of the time. They will examine the differences between cottage and factory systems and the positives and negatives of each. After the simulation students will analyze labor/management conflicts as well as the rise of unions.
- Students will analyze literature to uncover harsh working conditions and life in general during this time period through the use of Charles Dickens- *Oliver Twist*, *Hard Times*, *Bleak House* and primary source documents (testimonials).

Assessments**Cereal Box Assignment****Formative: Other Visual Assessments****Additional Assessment Teachers Can Choose From:**

Students will use their knowledge and creativity to design a cereal box that depicts information that portrays any aspect of the Industrial Revolution, Scientific Revolution, invention, or notable person from this era. The cereal box project will incorporate knowledge learned throughout the unit as well as research as necessary to enhance the project presented.

Legislation and the Industrial Revolution**Summative: Group Project****Additional Assessment Teachers Can Choose From:**

Students will research and design a piece of legislation to improve the working conditions they have learned about in the Industrial Revolution. They will select one problem or issue to be dealt with and they will research and draw up a "bill" to be proposed to the Parliament to address the problem.

Create An Invention**Summative: Personal Project****Additional Assessment Teachers Can Choose From:**

Students will be provided the opportunity to design an invention that will improve manual labor in the factories. They are invited to create some device that will make manual labor more efficient that would be appropriate to the time period.

Comparison Essay**Summative: Other written assessments****Resources***Professional & Student*

- World History textbook
- Primary sources
- Literature

<p>Additional Assessment Teachers Can Choose From:</p> <p>Students will write a comparison essay addressing the abuses of the Industrial Revolution to abuses today by corporations today such as Apple, Nike, etc.</p> <p>Revolution in Industry, Art and Science Unit Test Summative: Written Test</p> <p>Teacher must give a Revolution in Industry, Art and Science Unit Test and <i>it is in addition to the core assessments.</i></p>	
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy • Critical Thinking • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Literature • Writing • Library





Unit Planner: World War I Western Studies I and II

Monday, February 24, 2020, 9:07 AM

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I
and II > Week 26 - Week 29

Last Updated: Today by
Rachel Torres

World War I

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Nationalism, imperialism, militarism, alliance system, mobilization, conscription, stalemate, biological warfare, reparations, economic depression/Conflict/Cooperation

Generalizations / Enduring Understandings

1. Nationalism, imperialism, militarism and the alliance system may cause political and economic competition leading to conflict.
2. Increased conflict driven by political and economic competition may result in war.
3. New technology forces a nation's military to adapt and impacts civilians.
4. Governments can break down under the stresses/outcomes of war.
5. Nations negotiate or seek vengeance based on historical relationships which may plant seeds for future conflict.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. What are nationalism, imperialism, militarism and the alliance system? (F)
b. How did nationalism, imperialism, militarism and the system of alliances directly impact the countries of Europe leading up to WWI? (F)
c. How does pride lead to competition and conflict? (C)
2. a. In what ways were the countries of Europe competing with one another before WWI? (F)
b. What was the "spark" that ignited WWI? (F)
c. How can a small conflict develop into a much wider conflict? (C)
3. a. What were the key new technologies of WWI? (F)
b. Why did trench warfare result from the use of new technologies in WWI? (F)
c. How did trench warfare impact the psychological state of the average soldier? (F)
d. What was the result of the new military advances on the citizens? (F)
e. How did propaganda develop into a weapon of war? (F)
f. Why did the military employ new strategies? (C)
4. a. Why did the Russian Revolution occur? (F)
b. How did WWI impact the government stability of France, Germany, and Great Britain? (F)
c. Why do wars often break countries apart? (C)
d. What effect did WWI have on the economies of Russia, Germany, France, and Great Britain? (F)
5. a. How did historical relationships increase tension in Europe leading up to WWI? (F)
b. What were the conditions of the Treaty of Versailles? (F)

- c. How did "the past" impact the Treaty of Versailles? (F)
 - d. Was the Treaty of Versailles fair/justified? (C)
 - e. What are the conditions that make a lasting peace likely? (C)
 - f. How did the Treaty of Versailles plant the seeds that caused WWII? (F)
 - g. How was the League of Nations ineffective? (F)
 - h. How does war affect the people and politics of a nation? (C)
- Provocative Questions-
- a. Do new military technologies benefit or harm the human race? (P)
 - b. Why is it so hard to forgive? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 1: Developing Questions and Planning Inquiry

Modern World History

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: History

Change, Continuity, and Context

HIST 9–12.2 Analyze change and continuity in historical eras.

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

Historical Sources and Evidence

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from

them.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Dimension 3: Evaluating Sources & Using Evidence

Modern World History

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3 ANALYZE- Letter Home from the Trenches

DOK- Level 4 CREATE- The Impact of the Treaty of Versailles

DOK- Level 3 UNDERSTAND- WWI Unit Test

Critical Content & Skills

What students must KNOW and be able to DO

Topics:

Nationalism, imperialism, militarism, alliances, Triple Alliance, Central Powers, Triple Entente, Allied Powers, Archduke Franz Ferdinand, mobilization, Schlieffen Plan, conscription, Trench warfare, war in the air, stalemate, biological warfare, new weapons, Revolution, Czar Nicholas II, soviets, Bolsheviks, Lenin, Civil War, reparations, economic boom during times of war, depression, Wilson's Fourteen Points, Treaty of Versailles, League of Nations, anger of the Germans, inflation, Great Depression.

Skills:

Students will develop critical thinking skills and self-direction as they:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Identify and evaluate different perspectives/points of view;
- Critically view visual presentations by raising questions, summarizing, or evaluating

Core Learning Activities

All Teachers Must Do:

Students will view and decipher political cartoons that deal with European Imperialism.

Additional Activities Teacher Can Choose From:

- Students will investigate maps of Africa, Asia, and Latin America and interpret which European superpowers owned what areas to draw manpower and resources from. Through the maps they will also identify the alliances that were created in World War I and the movements of the war.
- Students will view real footage of war and accounts of it as put together in the Century video. They will respond to questions as they view the content material.
- Students will use an in-house database, ABC-Clio, to analyze pictures of World War I and assess events as they are portrayed.
- Students will read and analyze primary sources to gain insight to the changing views of soldiers as the war progressed and the impact of the Treaty of Versailles and its partial inclusion of

<p>presented material;</p> <ul style="list-style-type: none"> • Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns of human and physical features on Earth, and <p>Students will develop information literacy skills as they:</p> <ul style="list-style-type: none"> • Distinguish relevant from irrelevant information; • Detect bias in visual and/or print materials, and • Critically evaluate the validity of information and/or positions in oral, print, visual, and other resource materials. <p>Students will develop global awareness as they:</p> <ul style="list-style-type: none"> • Use historical and contemporary maps to identify changes in the global world. 	<p>Wilson's 14 Points on the rest of the world.</p>
<p>Assessments</p> <p>Letter Home from the Trenches Summative: Narrative Writing Assignment Additional Assessment Teachers Can Choose From: Students will write a letter home from the persona of a soldier during the war. They will explain what war is like for them supporting the contents of the letter with factual information related to the events of World War I.</p> <p>The Impact of The Treaty of Versailles Summative: Group Project Additional Assessment Teachers Can Choose From:</p> <p>Working in groups representing the Big Four, Germany, and reporters in Britain, the students will examine documents relevant to the Treaty of Versailles. They will role play their views concerning its fairness/unfairness.</p> <p>WWI Unit Test Summative: Written Test Teacher must give a WWI Unit Test and <i>it is in addition to the core assessments.</i></p> <p>Political Cartoon Formative: Visual Arts Project Teachers must have students create their own political cartoons dealing with the Imperialism in Africa or Asia that led up to World War 1.</p>	<p>Resources</p> <p><i>Professional & Student</i> World History Textbook Primary sources Political cartoons</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Critical Thinking • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <p>World History Textbook Art English writing skills</p>



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Unit Planner: World War II Western Studies I and II

Newtown High School > 2019-2020 > Grade 9 > Social Studies > Western Studies I
and II > Week 30 - Week 36

Last Updated: Today by
Rachel Torres

World War II

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Torres, Rachel

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Totalitarianism, fascism, Nazism, communism, balance of power, scapegoating, antisemitism, Holocaust, bystander, collaborator, resister, /Conflict/Cooperation/Empathy

Generalizations / Enduring Understandings

1. Economic hardships may lead to political and social instability.
2. Nationalism, imperialism, militarism and the alliance system may cause political and economic competition leading to conflict.
3. Revenge and ambition can lead to conflict.
4. Battles shape political and geographic lines.
5. Examination of past genocide may prevent future societal atrocities.
6. A shift in the balance of power can lead to cooperation and/or conflict.
7. In the immediate wake of war, nations will strive for a just and lasting peace.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. a. How did the Treaty of Versailles lead to political and social instability? (F)
b. How does a strong leader influence people during times of political or social hardships? (C)
c. How can "economic hardship" lead to a "depression"? (C)
d. Why do people radiate toward radical ideas and regimes? (C)
2. a. What is totalitarianism? (F)
b. How did nationalism, totalitarianism, imperialism, militarism, and system of alliances directly impact countries leading up to WWII? (F)
c. How can nationalism, imperialism, militarism, and the system of alliances be both beneficial and detrimental to a nation? (C)
d. How do dictators systematically maintain their power and control? (C)
3. a. What groups, nations and leaders were seeking revenge during WWII? (F)
b. How did historical relationships affect which countries sought revenge during WWII? (F)
c. D people radiate toward radical ideas and regimes? (P)
d. How do feelings of resentment shape one's perspective? (C)
e. How can ambition cause war? (C)
4. a. What major battles had a significant impact on WWII? (F)
b. What was the major turning point in WWII? (F)
c. How did battle outcomes affect soldier and civilian morale? (F)
d. How does a nation secure victory in war? (C)

e. When it's a matter of victory or defeat, should military objectives supersede moral considerations? (P)

5. a. What are the historical roots of antisemitism? (F)
b. What was pre-war Jewish life like? (F)
c. What was the purpose of Jewish ghettos for the Nazis? (F)
d. How were the mobile killing squads and exterminations camps in Nazi Europe part of the "Final Solution to the Jewish Question?" (F)
e. What other groups were victims of the Holocaust? (F)
f. What actions did Jews take to resist the Holocaust? (F)
g. What was life like for the survivors after liberation? (F)
h. Why is scapegoating so common in times of crisis? (C)

6. a. How did Hitler change the balance of power in Europe? (F)
b. How did the nations of Europe and the U.S. respond to Hitler's aggression? (F)
c. How did technological advancement and military strategies throw off the balance of power? (F)
d. Why do nations cooperate? (C)
e. Is maintaining a balance of power desirable? (P)

7. a. How did the political boundaries change after WWII? (F)
b. How did relations among the Allies develop after WWII? (F)
c. What basic conditions are necessary for a lasting peace to be established between warring parties? (C)
d. How does the past affect future wars? (C)
e. Can international conflict be avoided? (C)

Provocative Questions-

- a. Does cooperation backfire? (P)
b. When alliances have formed, is war inevitable? (P)
c. Does an individual's natural rights have preference over societal concerns during war times? (P)
d. Should a war be fought against a government, its people, or both? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to

aiding comprehension.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

WHST.9-10.3. (See note; not applicable as a separate requirement)

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 2 APPLY- WWII Topical Presentations

DOK- Level 4 ANALYZE- Primary Sources

DOK- Level 4 ANALYZE- Journal Assignment

DOK- Level 3 UNDERSTAND- WWII Unit Test

Critical Content & Skills

*What students must **KNOW and be able to DO***

Topics:

The Great Depression, national stability, Hitler, Mussolini, totalitarianism, fascism, Nazism, communism, nationalism, revenge, ethnocentrism, Allied Powers, Axis Powers, Anschluss, appeasement, Nazi-Soviet Pact, blitzkrieg, Battle of Britain, Stalingrad, D-day invasion, Battle of Bulge, Battle of Berlin, Churchill, Stalin, Anti-semitism, Holocaust, scapegoat, ghettos, perpetrators, bystanders, collaborators, resistance, Final Solution, Kristallnacht, pogrom, Einsatzgruppen, Nuremberg Laws, genocide, concentration camps, liberation, survivors, Nuremberg Trials, East and West Germany, expansion of Communism, Yalta Conference, Potsdam Conference.

Skills:

Students will develop critical thinking skills and self-direction as they:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources, and
- Identify and evaluate different perspectives/points

Core Learning Activities

All Teachers Must Do:

- Students will watch the Interactive Map on the blueprint of WWII and examine importance of battles
- Students will watch *The Fallen* online video and discuss the impact of WWII casualties on the various countries/ethnic groups.
- Students will watch and analyze the film *Schindler's List*

Additional Activities Teacher Can Choose From:

- Students will have the opportunity to meet and listen to a Holocaust survivor's experience.
- Students will have the opportunity to visit the local Museum of Jewish Civilization or the Museum of Jewish Heritage in NYC to view and ask questions about museum artifacts from the Holocaust.
- Students will read and analyze primary source documents of Hitler's policies/fascism in Europe and the successes and failures of those policies.

of view.

Students will develop information literacy skills as they:

- Distinguish relevant from irrelevant information;
- Detect bias in visual and/or print materials;
- Critically evaluate the validity of information and/or positions in oral, print, visual, and other resource materials;
- Critically analyze print materials for bias, point-of-view, and context.

- Students will view and analyze primary sources of concentration camp diaries, letter entries, and visual testimonies of survivors.

Assessments

WWII Topical Presentations

Summative: Oral Report

Additional Assessment Teachers Can Choose From:

Students will research and present information on a given topic. This will include a formal presentation of material to the class.

WWII Journal Assignment

Summative: Narrative Writing Assignment

Additional Assessment Teachers Can Choose From:

Students will write journal entries that discuss pre-war, battle, civilian, and post war experiences from the first hand account of someone witnessing the events.

Holocaust Quiz

Summative: Other written assessments

Teachers must give a quiz on the Holocaust topics covered in this unit and *it is in addition to the core assessments.*

Journal Writing

Summative: Other written assessments

Additional Assessment Teachers Can Choose From:

Students will complete a journal, *Life During the Holocaust*, published by the Museum of Jewish Heritage.

WWII Unit Test

Summative: Written Test

Teacher must give a WWII Unit Test and *it is in addition to the core assessments.*

Resources

Professional & Student

World History Textbook

Schindler's List DVD

Meeting Hate with Humanity: Life During the Holocaust

Student Workbook & Teacher's Guide

Journal Writing

www.ushmm.org

www.mjhnyc.org

www.hartford.edu/a_and_s/greenberg/museum/

www.echoesandreflections.org

www.facinghistory.org

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

English I - *Night*



Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm. ~~(Alternative language: “to use reasonable restraint or place a student in seclusion to provide a safe environment for students.”)~~

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; ~~or~~ helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut’s special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district’s schools, pursuant to a contract with the board of education.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Definitions (continued)

Seclusion means the involuntary confinement of a student in a room, ~~with or without staff supervision, in a manner that prevents the student from leaving~~ from which the student is physically prevented from leaving. Seclusion does not include ~~any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.~~ an exclusionary time out.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
 - c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
 - d. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.
- D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
- a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. ~~Beginning July 1, 2016,~~ The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
 - a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out (continued)

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year commencing July 1, 2017 and each school year thereafter, and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. *(Such overview is to be provided by the Department of Education commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)*
2. The creation of a plan by which the Board will provide training regarding the prevention of incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2018.

3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Verbal defusing and de-escalation;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques; and
 - f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.
 - g. Recording and reporting procedures on the use of physical restraint and seclusion.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out (continued)

Crisis Intervention Teams

For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Exclusionary Time Out

Not later than January 1, 2019, the Board establishes this portion of this policy regarding the use of an exclusionary time out, as defined in this policy. This policy regarding exclusionary time outs includes, but need not be limited to, the following requirements:

1. exclusionary time outs are not to be used as a form of discipline;
2. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;
4. the exclusionary time out period terminate as soon as possible; and
5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 – Employee Protection)

(cf. 5141.23 – Students with Special Health Care Needs)

(cf. 5144.2 – Use of Exclusionary Time Out Rooms)

Legal Reference: Connecticut General Statutes
10-76b State supervision of special education programs and services.10-76d Duties and powers of boards of education to provide special education programs and services.
10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)
46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)
53a-18 Use of reasonable physical force or deadly physical force generally.
53a-19 Use of physical force in defense of person.
53a-20 Use of physical force in defense of premises.
53a-21 Use of physical force in defense of property.
PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.
PA 15-141 An Act Concerning Seclusion and Restraint in Schools.
State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted:

Students

Use of Physical Force

Physical Restraint/Seclusion

The Board of Education (Board) seeks to foster a safe and positive learning environment for all students. In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students. However, physical restraint or seclusion of a student by trained school employees may be necessary in an emergency situation to maintain the safety of the student, where harm to the student or others is immediate or imminent.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of students in the Newtown Public Schools. The Board/Superintendent mandates compliance with this regulation and the law at all times. Violations of this regulation by a school employee or other individual working at the direction of, or under the supervision of the Board may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes §10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §53a-18(6).

I. Definitions

- A. **Life-threatening physical restraint** means any physical restraint or hold of a person that (restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- B. **Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- C. **Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; ~~or~~ helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary time out.

Students

Use of Physical Force

Physical Restraint/Seclusion

I. Definitions (continued)

- D. **School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.
- E. **Seclusion** means the involuntary confinement of a student in a room, ~~with or without staff supervision, in a manner that prevents the person from leaving.~~ from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out. ~~Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time out.~~
- F. **Student** means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but does not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services. A special education student, ages 18 to 21 inclusive, in a transition program is also covered by these regulations.
- G. **Behavior Intervention:** Supports and other strategies developed by the Planning and Placement Team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.
- H. **Exclusionary Time Out:** A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Students

Use of Physical Force

Physical Restraint/Seclusion

II. Procedures for Physical Restraint of Students

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. No school employee shall use involuntary physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- C. No school employee shall use physical restraint on a student unless the school employee has received training in accordance with state law and District training plans.
- D. Physical restraint of a student shall never be used as a disciplinary measure, as a convenience, or instead of a less restrictive alternative.
- E. School employees must explore all less restrictive alternatives prior to using physical restraint on a student.
- F. School employees are barred from placing a student in physical restraint until he or she has received training in its proper use.
- G. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint.

H. Monitoring

- a. A trained school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by direct observation of the student, or by video provided the video monitoring occurs close enough for the monitor to provide assistance, if needed.
- b. A trained school employee must regularly evaluate the person being restrained for signs of physical distress. The school employee must record each evaluation in the educational record of the student being restrained.

III. Procedures for Seclusion of Students

- A. No school employee shall use involuntary seclusion on a student except as follows:
 - 1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or
 - 2. as specifically provided for in a student's behavioral plan, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the student have been implemented but were ineffective.

Students

Use of Physical Force

Physical Restraint/Seclusion

III. Procedures for Seclusion of Students

B. Use of Seclusion

1. A school employee may not use seclusion to discipline a student, because it is convenient or instead of a less restrictive alternative.
2. The area in which the student is secluded must have a window or other fixture allowing the student to clearly see beyond the seclusion area.
3. Any room used for seclusion must:
 - a. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
 - b. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
 - c. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
 - d. be free of any object that poses a danger to the student who is being placed in the seclusion room;
 - e. conform by applicable building code requirement and have a door with a lock if that lock is equipped with a device that automatically disengages the lock in case of an emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the student from leaving the room, shall be able to be removed in the case of any emergency. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:
 - i. the need to provide direct and immediate medical attention to the student;
 - ii. fire;
 - iii. the need to remove the student to a safe location during a building lockdown; or
 - iv. other critical situations that may require immediate removal of the student from seclusion to a safe location; and

Students

Use of Physical Force

Physical Restraint/Seclusion

III. Procedures for Seclusion of Students

B. Use of Seclusion (continued)

- ~~f.e.~~ Have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room.
- ~~g.f.~~ The monitoring of students in seclusion is to be done by direct observation from another room or by video, provided the video monitoring occurs close enough for the monitor to provide aid if needed.
- ~~h.g.~~ Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as periodically amended.
- ~~h.~~ Prior to including seclusion in the behavioral plan of a special education student, the PPT must review the results of a functional behavioral assessment and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for such student in an emergency situation, the PPT shall include the assessment data and other relevant information in the behavioral plan of the student as the basis upon which a decision was made to include the use of seclusion as a behavior intervention.
- ~~i.~~ When seclusion is included in the behavioral plan of a special education student and is used as a behavior intervention strategy more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention. At this PPT meeting, the team may consider whether additional evaluations or assessments are necessary to address the behavior of such student and may revise the behavioral plan as appropriate.
- ~~i.h.~~ Any period of seclusion (1) shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment and (2) shall not exceed 15 minutes, except that this may be extended for additional periods of up to 30 minutes each, if the Principal or his/her designee, school health or mental health professional, or board certified behavioral analyst trained in the use of restraint and seclusion determines that continued restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Such authorization is to be placed in writing. Where transportation of the student is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

B. Use of Seclusion (continued)

- ~~j.i.~~ School employees, must explore all less restrictive alternatives prior to using seclusion for a student as an emergency intervention. ~~unless seclusion is being used pursuant to the behavioral plan of the student.~~
 - ~~k.j.~~ School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for students.
 - ~~l.k.~~ School employees are barred from placing a student in seclusion until he/she has received training in its proper use in accordance with state law and/or District-training plans.
4. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the student from leaving the room, shall be able to be removed in the case of any emergency. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:
- i. the need to provide direct and immediate medical attention to the student;
 - ii. fire;
 - iii. the need to remove the student to a safe location during a building lockdown; or
 - iv. other critical situations that may require immediate removal of the student from seclusion to a safe location; and

IV. Procedures for Exclusionary Time Out for Students

- a. Exclusionary time outs are not to be used as a form of discipline.
- b. At least one school employee shall remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out.
- c. The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior.
- d. The exclusionary time out period must terminate as soon as possible.

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

- e. If the student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

V. Required Meetings

A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
 - a. conduct or revise a behavioral assessment of the student;
 - b. create or revise any applicable behavior intervention plan; and
 - c. determine whether such student may require a referral for consideration for special education.
2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student's PPT shall convene to:

1. conduct or revise a functional behavioral assessment ("FBA");
 2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
 3. review or revise the student's IEP, as appropriate.
- C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VI. Use of Psychopharmacologic Agent

- A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

1. As an emergency intervention to prevent immediate or imminent injury to the student or to others; or
 2. As an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.
- B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- C. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy. (5141.21)

VII. Training of School Employees

The Board will provide training to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school paraprofessional and other school employees designated by the school principal and who has direct contact with students. The training shall be provided during the school year commencing July 1, 2017 and annually thereafter.

The training will include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be in a manner and form as prescribed by the State Department of Education.
2. The creation of a plan by which the Board will provide training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

The plan is to be implemented not later than July 1, 2018.
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3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Verbal defusing or de-escalating;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

- d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
- e. The differences between permissible physical restraint and pain compliance techniques;
- f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and
- g. Recording and reporting procedures on the use of physical restraint and seclusion.

VIII. Crisis Intervention Teams

Annually, each school shall identify a crisis intervention team. Such team shall consist of any teacher, administrator, school paraprofessional or other school employee designated by the school principal and who has direct contact with students and trained in the use of physical restraint and seclusion.

The Crisis Intervention Team will respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually. The Board shall maintain a list of the members of the crisis interventional team for each school.

This policy and procedures is available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

IX. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documents on the form must include the following:

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
 2. a detailed description of the nature of the restraint or seclusion;
 3. the duration of the restraint or seclusion;
 4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; and
 5. ~~whether the seclusion of a special education student was conducted pursuant to a behavioral support or educational plan.~~
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or placed in seclusion.
1. A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others.
 2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
- C. The Director of Special Education [or other responsible administrator], or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.
- D. The Director of Special Education [or other responsible administrator], or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the child's referral to special education the plain

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

IX. Documentation and Communication (continued)

language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

- E. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the child's behavioral support or education plan.
- F. The Director of Special Education [or other responsible administrator], or his or her designee, must be notified of the following:

IX. Documentation and Communication (continued)

- 1. each use of physical restraint or seclusion on a special education student;
- 2. the nature of the emergency that necessitated its use;
- 3. ~~whether the seclusion of a special education student was conducted pursuant to a behavioral support plan; and~~
- 4. if the physical restraint or seclusion resulted in physical injury to the student.

X. Responsibilities of the Director of Special Education [or other responsible administrator]

- A. The Director of Special Education [or other responsible administrator], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conduct pursuant to IEPs.
- C. The Director of Special Education [or other responsible administrator], or his or her designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the student.

Students

Use of Physical Force

Physical Restraint/Seclusion

Legal References: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76b-5 through 10-76b-11 Use of Seclusion & Restraint in Public Schools.

10-236b Physical restraint and seclusion of students by school employees.
(as amended by PA 17-220 and PA 18-51)

10-76d Duties and powers of the boards of education to provide special education programs and services.

10-220 Duties of boards of education.

46a-150-154 Physical Restraint, medication, and seclusion of persons receiving care, education, or supervision in an institution or facility.

Students

Use of Physical Force

Physical Restraint/Seclusion

Legal References: Connecticut General Statutes (continued)

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by P.A. 12-88)
53a-18 Use of reasonable physical force.

P.A. 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

P.A 15-141 An Act Concerning Seclusion and Restraint in Schools

Other Reference: Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Regulation approved:

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

The following sets forth Connecticut law related to the physical restraint and seclusion of persons at risk, which can be found in Public Act 07-157, amending Connecticut General Statutes Sections 46a-150 through 46a-153, 10-76b, and 10-76d and Public Act 15-141. The Newtown Board of Education mandates compliance with these laws at all times.

I. The following definitions apply to these procedures:

- **Life-threatening physical restraint** means any physical restraint or hold of a person that (restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- **Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- **School employee** means a teacher, substitute teacher, school administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the board of education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the board of education.
- **Student** means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional board of education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.
- **Provider:** A person who provides direct care, or supervision of a person at risk.
- **Assistant Provider or Assistant:** A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider or supervision of a person at risk.
- **Person at Risk:** A person receiving care or supervision in an institution or facility operated by, licensed or authorized to operate by or operating pursuant to a contract with the Departments of Public Health, Developmental Services, Children and Families or Mental Health Addiction Services.
- **Life Threatening Physical Restraint:** Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

Definitions (continued)

- **Physical Restraint:** Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to carrying or forcibly moving a person from one location to another. **The term does not include:** (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; ~~or~~ (E) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan and is the least restrictive means available to prevent such self-injury or an exclusionary time out.
- **Seclusion:** The involuntary confinement of a person in a room, ~~whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room.~~ from which the person is physically prevented from leaving. Seclusion does not include an exclusionary time out.
- **Exclusionary Time Out:** The temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

II. Procedures for Physical Restraint of Persons at Risk

No school employee, provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.

No school employee, provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.

Physical restraint of a student or person at risk shall never be used as a disciplinary measure or as a convenience.

School employees, providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.

School employees, providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

Monitoring

A school employee, provider or an assistant must continually monitor any student or person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.

A school employee, provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The school employee, provider or assistant must record each evaluation in the educational record of the person being restrained.

Documentation and Communication

A school employee or provider must notify the parent or guardian of a student or person at risk of each incident that the person at risk is physically restrained.

The School Administrator/Director of Special Education must be notified of the following:

- a. each use of physical restraint;
- b. the nature of the emergency that necessitated its use; AND
- c. if the physical restraint resulted in physical injury;

After a physical restraint occurs, the following information must be documented in the educational file of the student who was physically restrained:

- a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
- b. a detailed description of the nature of the restraint;
- c. the duration of the restraint; AND
- d. the effect of the restraint on the person's established behavioral support or educational plan.

III. Procedures for Seclusion of a Student

No school employee shall use involuntary seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.

Seclusion of a student shall never be used as a disciplinary measure or as a convenience.

Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

III. Procedures for Seclusion of a Student (continued)

School employees, providers and assistants must explore all less restrictive alternatives prior to using seclusion. An Individualized Education Program Team (“IEP Team”) may not incorporate the use of seclusion into a child’s IEP.

School employees, providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion.

Monitoring

A school employee, provider or an assistant must frequently monitor any student who is placed in seclusion. The monitoring must be conducted by direct observation of the student.

A school employee, provider or an assistant must regularly evaluate the person in seclusion for signs of physical distress. The school employee, provider or assistant must record each evaluation in the educational record of the person who is in seclusion.

Documentation and Communication

A school employee, provider must notify the parent or guardian of a student of each incident that the student is placed in seclusion.

The Principal/Director of Special Education must be notified of the following:

- a. each use of seclusion on a student;
- b. the nature of the emergency that necessitated its use;
- c. if the seclusion resulted in physical injury to the student; and

After seclusion occurs, the following information must be documented in the educational file of the student who was placed in seclusion:

- a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
- b. a detailed description of the nature of the seclusion;
- c. the duration of the seclusion; AND
- d. the effect of the seclusion on the person’s established behavioral support or educational plan.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

IV. Exclusionary Time Out

Not later than January 1, 2019, the Board establishes the following requirements regarding exclusionary time outs, which include, but need not be limited to the following:

1. exclusionary time outs are not to be used as a form of discipline;
2. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;
4. the exclusionary time out period terminate as soon as possible; and
5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

V. Responsibilities of the Superintendent/Director of Special Education

The Superintendent/Director of Special Education, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District and the nature of each instance of physical restraint and seclusion.

The Superintendent/Director of Special Education, or his or her designee, shall report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.

The Director of Special Education, or his or her designee, must, at each initial IEP Team meeting for a child, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

VI. Responsibilities of the Connecticut State Board of Education

The State Board of Education shall review the annual compilation of each local and regional board of education and shall produce an annual summary report identifying the frequency of use of physical restraint or seclusion on students and specifying whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of such physical restraint or such seclusion was an emergency. Such report shall be submitted on an annual basis as specified by the Department of Education.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

VI. Responsibilities of the Connecticut State Board of Education (continued)

The State Board of Education and the Commissioner receiving a report of serious injury or death resulting from a physical restraint or seclusion shall report the incident to the Director of the Office of Protection and Advocacy for Persons with Disabilities and, if appropriate, the Child Advocate of the Office of the Child Advocate.

The State Board of Education may regulate the use of physical restraint and seclusion of special education students in the public schools.

The State Board of Education shall adopt regulations concerning the use of physical restraint and seclusion in public schools.

**Connecticut State Department of Education
Incident Report of Physical Restraint (revised July 2018)**

Note: Any use of physical restraint is to be documented in the child's educational record and, if appropriate, in the child's school health record. An Incident Report of Physical Restraint is required and should be completed as soon after the incident as possible or within 24 hours of the incident. Parents/guardians must be notified in writing within 24 hours of the incident. Notification should include the information documented on the incident report.

Physical Restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs, or head, including, but not limited to, **carrying or forcibly moving a person from one location to another.**

Physical Restraint does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts, and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

District Information

School District: _____ Address: _____ Phone: _____

School: _____ Address: _____ Phone: _____

Date of Restraint: _____ Date of Report: _____

Person preparing the report: _____

Time restraint initiated _____ Time restraint ended _____ Total time of restraint _____

***If the total length of the restraint exceeds 15 minutes, attach the documentation of the required Administrator's (or designee) determination of the need for continuation of the restraint to prevent immediate or imminent injury to the student or to others.**

Student Information

Student's Name: _____ SASID #: _____ Date of Birth: _____

Age: _____ Gender (M /F): _____ Grade: _____ Race: _____ Disability: _____

_____ The student is a general education student.

_____ The student currently receives special education services.

_____ The student is being evaluated or considered for eligibility for special education services.

_____ Restraint was initiated in response to an "emergency".

Staff Information

Name of staff administering restraint: _____ Title _____

Name of staff monitoring/witnessing restraint: _____ Title _____

Student activity/behavior precipitating use of restraint

Describe the location and activity in which the student was engaged just prior to the restraint:

Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of restraint: _____

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency, which necessitated the use of restraint: _____

Describe the nature of the physical restraint: (Include the type of hold/restraint and the number of persons required. Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others?): _____

Did the student demonstrate physical distress during the restraint? Yes No

Indicate times student was monitored for physical distress and if any signs of physical distress were noted: _____

Describe the disposition of the student following the restraint: _____

Was the student injured during the emergency use of restraint? Yes No

*If "yes," complete and attach a **report of injury**.*

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident?

Yes (indicate manner) _____

No

Was a copy of the incident report sent to parent/guardian within two business days?
_____ Yes _____ No

Is a ***PPT meeting required** to review/revise the IEP or discuss additional evaluation or the development/revision of an FBA and or BIP? _____ Yes _____ No

Is a PPT meeting recommended to modify the IEP? ___Yes ___ No *If "yes," indicate date* _____

Is a ***meeting required for this general education student**? _____ Yes _____ No
If "yes," indicate date _____

***A PPT meeting or a meeting is required if this incident marks the 4th incident of restraint within a 20 school-day period.**

Please complete when a student is restrained for a period exceeding 15 minutes.

Public Act 18-51 continues to require that an administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every 30 minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

Time restraint was initiated: _____ a.m./p.m.

Time restraint was terminated: _____ a.m./p.m.

15 minute determination of the necessity of continued restraint: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

30 minute determination of the necessity of continued restraint: _____ a.m./p.m.

Signature of *qualified administrator, designee, school health or mental health professional

***NOTE: "Qualified" is defined as having received required training in the use of physical restraint.**

Students

Suicide Prevention and Intervention

The Newtown Public Board of Education recognizes the need for a comprehensive suicide prevention and intervention policy because suicide is a leading cause of death among young people. It is the policy of the Board that school staff will actively respond to any situation where a student verbally or through behavior indicates an intention to attempt suicide or to do physical harm to themselves.

The Board recognizes the need for youth suicide prevention procedures and will establish such procedures and educational programs to identify risk factors for youth suicide, to intervene with such youth, to guide staff in making appropriate referrals to outside agencies/resources, and to ensure proper training for teachers, other school professionals, and students in the recognition and management of youth at risk for suicide.

It is also recognized by the Board that suicide is a complex issue and that while school staff members gather information to determine the seriousness of the threat, they will not make a clinical assessment of risk nor will they provide in-depth counseling. Staff is required, therefore, to refer at-risk youths to an appropriate agency/resources for such assessment and counseling.

Therefore, any school employee who may have knowledge of a suicide threat or intention will report this information to school administration or pupil personnel staff, who will, in turn, notify and consult with appropriate staff. If deemed high risk, the student will not be left alone at any time during this evaluation process. The student's parent/guardian will be notified, and an appropriate referral will be made.

Legal Reference: Connecticut General Statutes

10-221 € Boards of education to prescribe rules.

Students

Youth Suicide Prevention Strategies

1. Promoting a safe and healthy school climate and supporting social and emotional learning in grades K-12.
2. Providing students with a health and developmental guidance curriculum that includes suicide awareness and mental health promotion.
 - For example, the Signs of Suicide (SOS) Program is provided for students in 7th, 9th and 11th-grade health classes. Students learn about suicide risk factors and learning to act on behalf of their peers. Students also complete a screening form, and Pupil Personnel Services staff follow up with any students who indicate possible risks for depression or suicide.
3. Providing effective training to all teachers, staff, and administrators to recognize warning signs of suicide and make appropriate referrals.
 - Each school year, district administrators will evaluate training needs for teachers and staff on risk factors, protective factors, warning signs, referral procedures, and resources. Professional development will be planned as necessary. For example, QPR (Question, Persuade, Refer) training or QPR refresher training may be provided.
4. Assigning roles and responsibilities and procedures for interventions for students who may be at risk for suicide.
5. Collaborating with parents and community partners to engage and support children and youth.
6. Reviewing relevant data and improving programs and procedures.

Role of Administrators:

In conjunction with the Director of Pupil Personnel, building administrators will:

1. Provide yearly, in-service training program or refresher program for teachers, administrators, and pupil personnel
2. Regularly review and share the Suicide Prevention Manual and ensure all appropriate staff understand roles and responsibilities and procedures.
3. Create, lead, and meet as needed with the Crisis Intervention Team (CIT).
4. During a crisis, lead the CIT, contact parents, inform faculty, oversee school response, delegate responsibilities of the CIT, etc.
5. Advocate for a wide range of activities and programs that support student connection in the school.
6. Ensure a safe and healthy school climate.
7. Seek out, create, and value opportunities for students to be involved in decision-making.
8. Support curriculum that incorporates mental health promotion and direct and indirect education that prevents suicide.
9. Ongoing review of program-related data.

Students

Suicide Prevention and Intervention

Student Referrals and Assessment of Risk Level

There are many warning signs for suicide (see Appendix 2). If any staff member observes any of these signs in a student or receives a report of these signs in a student from a peer, the student will be referred to the school psychologist, school social worker, or school counselor. If a staff member observes these or receives a report after school hours, then the staff will contact the appropriate persons, to include but not limited to: school staff administration, community agencies, local police.

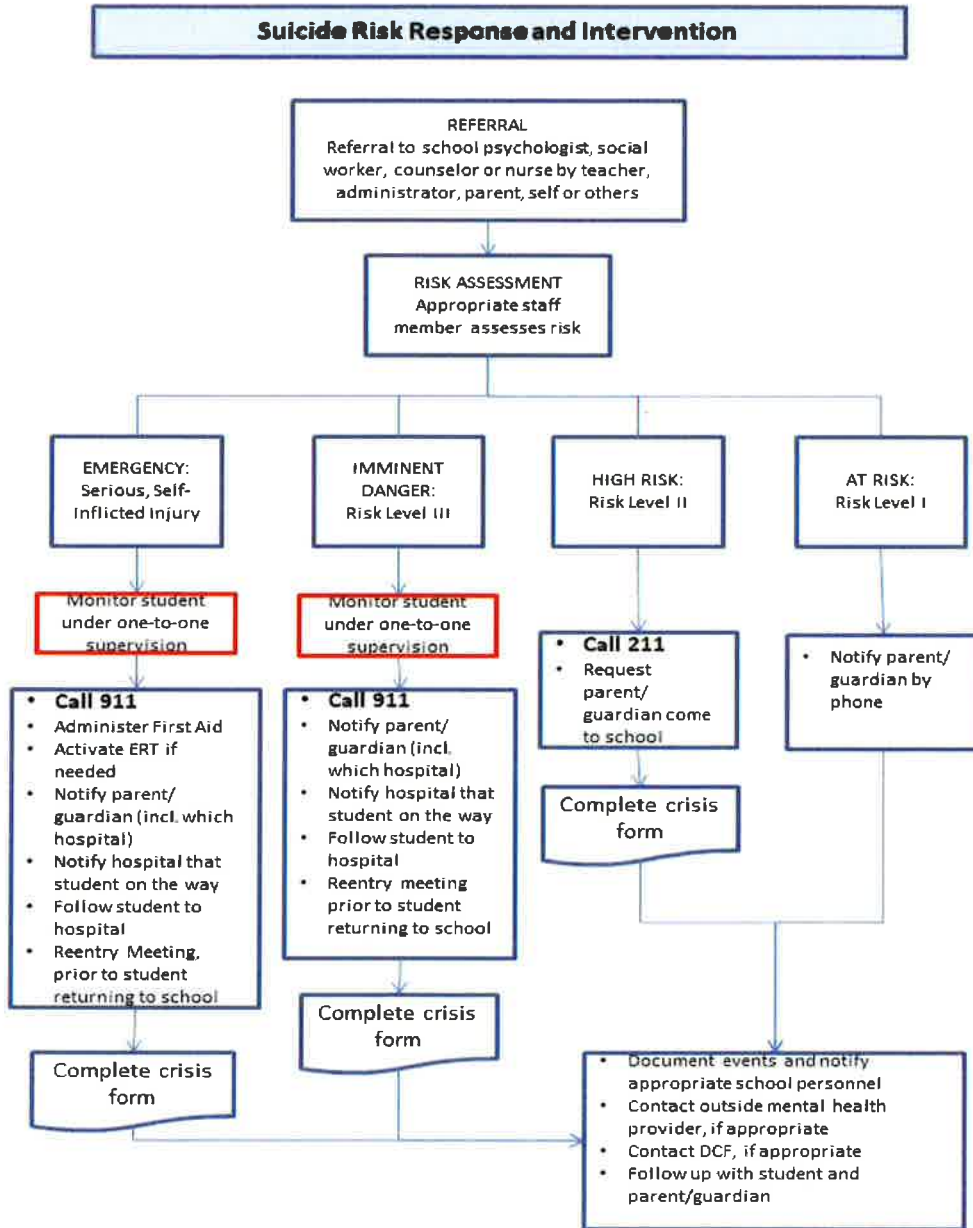
Following a referral by a staff member, parent/guardian, or peer, the student will be interviewed by the school psychologist, school social worker, or school counselor to assess risk level taking into consideration staff's professional judgement, relationship with student and student's history. Further appropriate staff and the parent/guardian will be notified in a timely manner.

Focused interventions, described in the subsequent procedures section, are based on the following guidelines of assessed risk.

Level of Assessed Risk	Indicator(s) <i>Note: May be expressed verbally or in social media or be reported by peers.</i>
Emergency	<p>Student has taken a life-threatening action. A serious, self-inflicted injury or a life-threatening circumstance, has occurred.</p>
Level III - Imminent Risk	<p>Student is in imminent danger of suicide</p> <ul style="list-style-type: none"> ● The student has been thinking about how to commit suicide and has some intention of acting on these thoughts. ● The student has started to work out the details of how to commit suicide and has some intent to carry out the plan. ● The student has done anything, started to do anything, or prepared to do anything to end their life recently. (i.e purchasing pills/a weapon/a rope, giving away possessions, writing a will) ● The student cannot verbalize a plan for safety.
Level II - High Risk	<p>Student is at high risk for self-directed violence.</p> <ul style="list-style-type: none"> ● The student has thought about suicide and has thought about how to commit suicide, but the student has no intention of acting on these thoughts. ● The student expresses thoughts about a wish to be dead or a wish to fall asleep and not wake up. ● The student has had general, nonspecific thoughts of wanting to end one's life without thoughts of ways to commit suicide/associated methods, intent, or plan.
Level I- At Risk	<p>Student is at risk, but not presently in danger.</p> <ul style="list-style-type: none"> ● The student has exhibited changes in behavior or behaviors associated with suicide risk. ● The student has not expressed suicidal intentions.

Students

Suicide Prevention and Intervention



Students

Suicide Prevention and Intervention

Emergency: Serious, Self-Inflicted Injury Procedures

If there is a serious, self-inflicted injury or life-threatening circumstances, responding staff member **will ensure that the student is not left alone at any time.**

Procedures:

1. Responding staff member will call the school nurse and/or 911. Administration is notified immediately. As deemed appropriate by the administration, building emergency response procedures and the Emergency Response Team will be activated.
2. The school psychologist or appropriate staff member verbally notifies/consults with other staff as necessary (e.g., administration, school counselor, teachers, and nurse).
3. The appropriate staff member contacts the parent/guardian with another staff member present and notifies the parent/guardian of the situation. The parent/guardian will be given the name of the hospital to which the student is being taken.
4. The appointed school psychologist, social worker or school counselor will meet the student at the emergency room in the absence of parent/guardian being present at school.
5. Nurse will notify the hospital's emergency room that the student is on the way.
6. The school psychologist, social worker, or school counselor will notify the student's outside mental health provider, if applicable.
7. The school psychologist, social worker, or school counselor will follow-up with parent/guardian within two school days.
8. The school psychologist, social worker, or school counselor will contact DCF for all students under 18 years of age if parent/guardian does not follow the recommendations of the professional assigned to the student.
9. A Crisis Form (Appendix 1) is completed by the school psychologist, social worker, or school counselor and submitted to building administration. A copy is sent to the Director of Pupil Personnel in Central Office.
10. A re-entry meeting will be held prior to the student returning to school. Administration should be present at the re-entry meeting.

Students

Suicide Prevention and Intervention

Imminent Danger: Risk Level III Procedures

The school psychologist, social worker, or school counselor ensures that **the student is not left alone at any time.**

Procedures:

1. School psychologist, social worker, or school counselor verbally notifies/consults with administration and other staff as necessary (e.g., administration, nurse and other PPS staff).
2. 911 is called and notified that a student is in imminent danger of suicide.
3. The appropriate staff member contacts parent/guardian with another staff member present, and notifies the parent/guardian of the situation. Parent/guardian will be given the name of the hospital to which the student is being taken.
4. An appointed staff member will call emergency room crisis services to inform of student transport.
5. An appointed school psychologist, social worker or school counselor will meet the student at the emergency room in absence of parent/guardian being present at school.
6. The school psychologist, social worker, or school counselor notifies/consults with the student's outside mental health provider, if appropriate.
7. A Crisis Form (Appendix 1) is completed by the school psychologist, social worker, or school counselor and submitted to building administration. A copy is sent to the Director of Pupil Personnel in Central Office.
8. A re-entry meeting will be held prior to the student returning to school. Administration should be present at the re-entry meeting.

Students

Suicide Prevention and Intervention

High Risk: Level II Procedures

1. The school psychologist, social worker, or school counselor deems student high risk for suicide.
2. Emergency Mobile Crisis (211) is called and notified of the student situation. A crisis counselor is requested to come to school for evaluation of suicidal risk.
3. Immediately notify and discuss the situation with the parent/guardian by phone and request parent/guardian to come to school.
4. If the parent/guardian refuses Mobile Crisis services,
 - a. Mobile Crisis is contacted and told not to come to school for evaluation.
 - b. The school psychologist, social worker, or school counselor will recommend to the parent/guardian that the student meet with an outside clinician to assess student risk.
 - c. When the crisis form is completed, staff will note that the parent/guardian refused Mobile Crisis services.
5. The school psychologist, social worker, or school counselor verbally notifies/consults with other staff as necessary (e.g., administration, school counselor, teachers, and nurse).
6. If the student has an outside mental health provider, the school psychologist, social worker, or school counselor notifies the mental health provider of the situation.
7. A Crisis Form (Appendix 1) is completed by the school psychologist, social worker, or school counselor and submitted to building administration. A copy is sent to the Director of Pupil Personnel in Central Office.
8. The school psychologist, social worker, or school counselor will follow-up with the student and/or the parent/guardian the next school day.

Students

Suicide Prevention and Intervention

At Risk: Risk Level I Procedures

The school psychologist, social worker, or school counselor assesses the student as presently not in danger of suicide, but as the student has exhibited changes in behavior or behaviors consistent with warning signs (see Appendix).

1. The school psychologist, social worker, or school counselor notifies and discusses the situation with the parent/guardian by phone and may request a meeting.
2. The school psychologist, social worker, or school counselor verbally notifies/consults with other staff as necessary.
3. The school psychologist, social worker, or school counselor discusses available professional resources with the parent/guardian.
4. The school psychologist, social worker, or school counselor notifies/consults with the student's outside mental health provider, if appropriate.
5. The school psychologist, social worker, or school counselor will monitor the student and contact the parent/guardian as needed.
6. The school psychologist, social worker, or school counselor will contact DCF for all students under 18 years of age if the parent/guardian does not follow the recommendations of the professional assigned to the student.

Students

Suicide Prevention and Intervention

Postvention Guidelines: Response to Suicide

The following are guidelines in the event of a suicide by a student or another member of the school community.

1. The staff member who learns of the suicide will notify the building administrator.
2. The building administrator will notify the superintendent and activate the crisis intervention team. Administration should remove the student's name from any distribution lists (i.e. Powerschool attendance) and notify the bus company.
3. The superintendent will notify all other principals.
4. The Crisis Intervention Team will meet to develop an action plan for informing students and full staff and managing stress and reducing contagion.

Crisis Intervention Team (CIT) Tasks:

- Be prepared to share facts and information with team (student photo, student's schedule, list of student's activities, Suicide Prevention Manual)
- Develop a list of impacted students and staff to be notified prior to larger student body.
- Determine the best way to notify, staff, students, and parents/guardians. The use of public address system/intercom is discouraged.
- Draft script for notification of students. Notification should be read in classes by teachers, with support, if requested.
- Begin the identification of friends and at-risk students and assign staff members to follow up with these students.
- Plan deployment of support staff and the location of any support centers.
- Determine if additional community resources are needed. If yes, determine the appropriate role/location/supervision for community mental health resources.
- Plan mid-day briefings and after school faculty meeting.
- Assign a person to monitor social media.

Additional considerations:

- All staff administrators and support staff should remain in their buildings during the school day. District level meetings should not be held during the school day.
- Recognize the impact of the event on staff and provide meaningful accommodations for all staff.
- Cancel activities, paperwork, duties, and meetings, when possible.
- Allow time for support staff to meet with their respective departments.

Students

Suicide Prevention and Intervention

Postvention Guidelines: Response to Suicide (continued)

- All school psychology, counselor and social work interns should be assigned to a veteran staff person to shadow and assist in all direct service activities.

Potential tasks for a Midday Crisis Intervention Team Briefing (meet in two waves to ensure continued student coverage)

- Identify and discuss at-risk students, assign staff to follow-up and call home
- Share additional facts/rumors
- Re-evaluate continued need for support centers, support staff, and community health providers

Potential topics for Afterschool Faculty Meeting:

- Give an overview of the day.
- Share any new information.
- Share the parent letter.
- Encourage staff to continue to assess and refer students.
- Remind staff about the risks of contagion.
- Share the plan for the following day.
- Ask the staff to ask questions and share concerns.
- Thank the staff and encourage them to take care of their needs.
- Share employee assistance program pamphlets.

Potential tasks of End of Day Crisis Intervention Team

- Share any additional facts and rumors.
- Develop a follow-up plan for each at-risk student, including parent/guardian contact.
- Determine follow-up support for the following day.
- Discuss planned community events.
- Discuss any community outreach needs.

Follow-up:

- Administrators should prepare the contents of desk/lockers for delivery to the family.
- Condolence letters and art by students should be carefully reviewed and prepared for delivery to the family.

Appendix 1

**Newtown Public Schools
Administrator's Report to the Superintendent
Crisis Intervention Form**

Student Name: _____

School _____ Date _____ Reporter _____

Referred by: _____ Please circle if applicable IEP 504 _____

(If IEP or 504) Name of Staff Notified: _____

Time/Situation report

Time/Crisis Intervention Team alerted

Time Convened _____

Intervention Plan _____

Time/Parent Guardian Contacted _____

Follow-Up Plan _____

Follow-Up responsibility _____

Pupil Service Director notified _____

Follow up note _____

Signature of reporter _____ Date _____

Signature of person responsible for follow-up _____ Date _____

Signature of administrator _____ Date _____

Appendix 2

Protective Factors, Risk Factors, and Warning Signs for Suicide

Effective suicide prevention involves identifying warning signs, reducing risk factors, and increasing protective factors.

Warning Signs

Warning Signs are changes in a person's behavior, feelings, and beliefs about oneself that are maladaptive or out of character and place them at risk of suicide.

Acute Risk Factors

- Threatening to hurt or kill oneself or talking about wanting to hurt or kill oneself
- Looking for ways to kill oneself by seeking access to firearms, pills or other means.
- Talking or writing about death, dying or suicide, when these actions are out of the ordinary

Additional Warning Signs

- Increased substance (alcohol or drug) use
- No reason for living, no sense of purpose in life
- Anxiety, agitation, unable to sleep or sleeping all the time
- Feeling trapped, like there's no way out
- Hopelessness
- Withdrawal from friends, family and society
- Rage, uncontrolled anger, seeking revenge
- Acting reckless or engaging in risky activities
- Dramatic mood changes

Risk Factors

Risk Factors are characteristics of a person or his environment that increase the risk of suicide. Major risk factors include:

- Prior suicide attempt(s)
- Misuse or abuse of alcohol or drugs
- Mental disorders, particularly depression and other mood disorders
- Access to lethal means
- Knowing someone who died by suicide, particularly a family member
- Social isolation
- Chronic disease and disability
- Lack of access to behavioral health care
- Stress resulting from prejudice and discrimination (family rejection, bullying, violence)

Protective Factors

Protective Factors are personal or environmental characters that help protect people from suicide. Major protective factors include:

- Effective behavioral health care
- Connectedness to individuals, family, community, and social institutions
- Life skills (including problem-solving skills and coping skills, ability to adapt to change)
- Self-esteem and a sense of purpose or meaning in life

- Cultural, religious, or personal beliefs that discourage suicide

The list of warning signs is from the State of Connecticut Suicide Prevention Plan. The list of protective factors and risk factors is from the Suicide Prevention Resource Center, which is supported by a grant from the U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services (SAMHSA), Center for Mental Health Services (CMHS)

Appendix 3

COMMUNITY MENTAL HEALTH SERVICES AND INFORMATION

CRISIS SERVICES AND HOTLINES

- Emergency Mobile Psychiatric Services (EMPS): 2-1-1
- Danbury Hospital Crisis Intervention: 1-888-447-3339
- Kids in Crisis 24-hour Helpline: 203-661-1911
- National Suicide Prevention Hotline: 1-800-273-TALK or 1-800-273-8255 or 1-800-SUICIDE
- LGBTQ Youth Crisis/Suicide Hotline: (The Trevor Project) 1-866-488-7386
www.thetrevorproject.org

LOCAL RESOURCES

Newtown Center for Support and Wellness (CSW)

Provided by the Town of Newtown, CSW provides referrals to mental health providers, care navigation services, and case management services for Newtown residents. The CSW website has a list of community mental health providers. <http://newtowncsw.org> 203-270-4612

Newtown Youth and Family Services

Newtown's youth service bureau and mental health clinic. Accepts private insurance and financial assistance and sliding scale fees are available. www.newtownyouthandfamilyservices.org 203-270-4335

Resiliency Center of Newtown

Provides therapeutic services such as art therapy, music therapy, play therapy, Brainspotting, and MNRI to encourage healing and resilience. www.resiliencycenterofnewtown.org 203-364-9750

Family and Children's Aid (FCA)

Offers outpatient and in-home services to individuals and families. They also have a Life is Good Playmakers program to help children heal from trauma. www.fcaweb.org 203-748-5689

Women's Center of Greater Danbury

Provides prevention, crisis intervention, and support services with regard to domestic violence and sexual assault. Free and confidential services 24 hours a day. Also provides preventative education programs for schools, including NMS. <http://www.wcogd.org> Domestic violence hotline 203-731-5206. Sexual assault hotline 203-731-5204.

SCHOOL-BASED COMMUNITY PARTNERSHIPS

School-Based Health Center (SBHC) at Newtown Middle School

SBHC provides medical and mental health services with no out of pocket cost to the family. 203-270-6114

Newtown Youth and Family Services Student Assistance Counselor at Newtown High School

Licensed Clinical Social Worker is available to talk with students on an informal, drop-in basis, and has a focus of substance use prevention. 203-426-7646 x6125

Kids in Crisis Teen Talk Counselor at Newtown High School

Licensed Clinical Social Worker helps identify and support students struggling with depression, anxiety, substance abuse, trauma, and conflict-related concerns. Provides individual, group and family counseling.
203-661-1911

ONLINE RESOURCES FOR MENTAL HEALTH

Connecticut Network of Care

A resource for individuals, families, and agencies concerned with mental health. It provides information about mental health services, health topics, laws, and related news.

<http://connecticut.networkofcare.org/mh/>

National Child Traumatic Stress Network

A resource for families, professionals, and schools about childhood trauma. <https://www.nctsn.org/>

ANONYMOUS ALERTS

NMS and NHS students and parents can anonymously submit any suspicious activity, bullying or other student-related issues to a school administrator(s).

<https://www.anonymousalerts.com/newtownps/default.aspx>

Appendix 4

SOS (Signs of Suicide) Program Guidelines and SOS Follow-up Form

<https://sossignsofsuicide.org>

At the start of the school year:

1. Newtown Middle School and Newtown High School notify the parents/guardians of all students that will receive the SOS program during the school year. Typically, the program has been given to 7th, 9th, and 11th graders during health classes. The communication to the parents/guardians may include:
 - a. A letter describing the program and the option to opt-out. The letter also may provide a link to SOS parent portal for more information (<https://sossignsofsuicide.org/parent/>)
 - b. An opt-out form
 - c. A copy of the parent version of the BSAD screener
 - d. A list of national and community mental health resources. (Link to resources can also be provided in the letter)
2. Each school keeps a record of the families who have opted-out of program.

Each quarter:

1. Newtown Middle School and Newtown High School create the schedule of the classes that will have the SOS program and prepare materials for the program. A school psychologist, social worker, or school counselor and a teacher are assigned to each class for the program implementation. The class materials include:
 - a. A class list for noting absences.
 - b. The SOS instructions appropriate for the grade level (including a link to the video).
 - c. The teacher's SOS script.
 - d. Student screener forms.
 - e. Student response forms (Students can indicate if they would like to talk with someone about themselves or someone else).
 - f. ACT cards for students to take home.
2. A school psychologist, social worker, or school counselor will follow up with any student who:
 - a. Answers yes to question 4 or 5 (have they seriously thought about suicide or have they ever attempted suicide in the past).
 - b. Responds on the half sheet that they would like "speak to someone about myself" or "speak to someone about someone else."
 - c. Answers yes to 3 or more of the depression screening questions
3. A school psychologist, social worker, or school counselor may also connect with students who do name a trusted adult.
4. The school psychologist, social worker, or school counselor will complete the SOS follow-up form and follow the appropriate procedures for intervention according to the assessed risk level.
5. The school buildings will retain the SOS follow-up form and the screener form and send copies to the Director of Pupil Services in Central Office.

SOS Follow-Up Form

Student: _____ Grade: _____ Date: _____

Reason for Follow-Up:

SOS Screener Responses. Explain: _____

Student indicated "I want to talk to someone about myself"

Another student reported concern about this student

Student Interview Summary (Check all that apply)

Yes No Student reported history of depression and/or anxiety.

Yes No Student reported behaviors consistent with depression and/or anxiety.

Yes No Student reported student is currently meeting with PPS staff in school regarding these concerns

Yes No Student currently has a Mental Health Provider outside of school. Name: _____

Yes No Do we have a release with the provider?

Yes No Student reported self-harm.

Yes No Student reported thoughts of self-harm.

Yes No Student reported Suicidal Ideation (thoughts of suicide).

Yes No Student reported Suicidal Intent (means of committing suicide, plan to commit suicide).

Yes No Student reported that responses on form were based on situational/short-term experiences

No concerns at this time

Explain any "yes" answers: _____

What action followed? (Check all that apply)

Yes No Contacted School Counselor. Name(s): _____

Yes No Contacted Additional School Support Staff (i.e., School Psychologist, School Social Worker, Student Assistance Counselor, Crisis Counselor) Name(s): _____

Yes No Contacted School Administration Name(s): _____

Yes No Contacted Parent Name(s): _____

Yes No Provided Parent with Community Mental Health Provider Information

Yes No Contacted Student's Mental Health Provider

Yes No Contacted 2-1-1 (Emergency Mobile Psychiatric Services)

Yes No Contacted School Resource Officer

Yes No Contacted DCF

Additional notes/parent response: _____

Additional notes : _____

PPS Staff Completing Follow-Up _____ Title: _____

Please keep a copy at school and send a copy to Central Office/Director of Pupil Services.

Appendix 5

Postvention Resources for Administrators

Sample Guidelines for Administrator's Phone Call to the Family

Express sympathy and offer support:

Verify facts:

Status of child (life support, deceased, cause of death, etc.)

Are there siblings or relatives within other Newtown schools?

Who are some of his/her close friends within the schools?

Permission to share information within Newtown Public Schools:

Possible phrasing: "We know this is a sensitive issue, but we find students quickly inform each other, so the best way to assure the safety of the students is to talk openly about this. Certainly, the details will not be discussed."

Parent gives permission to share the following:

Sample Guidance for Student Announcement

To: All Faculty and Staff

From: The Crisis Intervention Team (Names)

Date:

Information and Instructions to All Faculty and Staff

We regret to inform you that (Name), a (Grade) student at (School) took his/her life last night. We are deeply saddened by this news.

The Crisis Intervention Team met (When) to begin the process of offering support to students, staff, and families.

We ask that you read the short statement below to your class at (TIME/CLASS PERIOD) Please do not hesitate to request assistance or support if needed.

Students should be given a brief period of time to process the information. Any student who appears emotionally distressed may be referred to (Location).

Statement for Students

May I please have your complete attention. I have some sad and serious news to share.

We regret to inform you that (Name), a (Grade) student at (School) took his/her own life last night. He/she was a good friend to many and will be missed by students and staff. Our thoughts go out to his/her family at this difficult time.

This is a sad and challenging day for our school community. Thank you for supporting each other during this difficult time. <Add information about support staff on campus>

Sample Communication to Parents/Guardians from Principal

Dear Parents/Guardians:

I am writing to inform you about a tragic loss within our school community. We received the sad news that (Name), a student in the (Grade) at (School) took his/her own life on (Date). We would like to express our sympathy and support for the (Name) family.

All students were provided with the essential facts about the loss. We feel that it is important at times like these that students be given as many of the pertinent facts as possible from a single, reliable source in order to limit false information. Misinformation can be devastating to students and to the family members affected by the loss. Today, we had teaching staff read a brief statement about the loss during class time today. Teachers processed the news with students to gauge their reactions and to explain that counseling staff was available to assist them should they wish to seek further support.

Please be aware the children send and receive information via social media without any way of checking the authenticity and without any support should the information be distressing. We ask you to be vigilant in observing your child's response to this unfortunate news, including any information they receive online.

Students were encouraged to return to their school routines as much as possible. School psychologists, social workers, and counselors were available to students throughout the school day. Students in need of support were seen by counseling staff who will continue to be available for the immediate future.

Some students, particularly those close to (Name) or those who have had their own losses may be particularly affected by the news. Should your child appear to be struggling to cope we encourage you to contact the school to speak with one of our support staff. We all need to support one another in times like these.

Sincerely,

School Principal

<Provide list of resources as needed>

Sample Communication to Parents/Guardians from Principal at Sibling's School

Dear Parents/Guardians:

I am writing to inform you about a tragic loss/sudden death of (Name). He/she is the sibling of _____ who is a student in the (Grade) in _____'s class. We would like to express our sympathy and support for the (Name) family.

(If sibling is in 3rd, 4th or 5th grade) The children in Kindergarten, 1st and 2nd grades have not been given any of this information. We thought it should come from parents should they deem it appropriate. Children in grades 3, 4, and 5 have been informed of this news. (Support staff) were present in the classrooms to discuss this with the children, along with their teachers. In an effort to make _____'s transition back to school as easy as possible, teachers and support staff also talked to the children about ways that our community can assist _____ and the family during this difficult time.

When a tragedy of this depth occurs, we need to recognize, respect, and be sensitive to the fact that everyone handles grief in different ways. Please know that we are committed to supporting each child in dealing with this and fully understand that children may respond in an unanticipated manner. Should you feel your child is struggling to cope with this, we encourage you to speak with your child's teacher or (support staff)_____.

News of this nature is never easy to comprehend. It reminds us that life is precious, fragile, and too often inexplicable. It also reminds us that during these moments, it is important to reach out to each other and to help those around us cope with this loss. Please feel free to contact me if you have questions or concerns.

Sincerely,

School Principal

These policies and guidelines were developed by Newtown Public Schools certified staff.

References

Model School District Policy on Suicide Prevention. American Foundation for Suicide Prevention (AFSP), The American School Counselor Association (ASCA), the National Association of School Psychologists (NASP), and the Trevor Project.

Columbia Lighthouse Project. <http://cssrs.columbia.edu/the-columbia-scale-c-ssrs/about-the-scale/>.

Youth Suicide Prevention: A Resource for Simsbury Teachers, Staff & Administrators. Simsbury Public Schools. Revised Fall 2008.

Guidelines for Suicide Prevention: Policy and Procedures (2nd Edition). Connecticut State Department of Education. 2004.

Suicide Prevention Plan 2020. State of Connecticut. Department of Children and Families and Department of Mental Health and Addiction Services.

“Risk and Protective Factors for Suicide.” *Risk and Protective Factors for Suicide* | *Suicide Prevention Resource Center*, www.sprc.org/about-suicide/risk-protective-factors.

“Warning Signs for Suicide.” *Warning Signs for Suicide* | *Suicide Prevention Resource Center*, www.sprc.org/about-suicide/warning-signs.

West Hartford Public Schools. Suicide Response Manual: Procedures and Guidelines Grades K-12. Revised 2010.