

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment the call in number is (US) 1-405-586-4612  
The PIN is 958 691 200#

Board of Education  
March 15, 2022

Council Chambers  
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
- Donation to Newtown High School
  - Correspondence Report
- Item 3 \*\*PUBLIC PARTICIPATION
- Item 4 REPORTS
- Chair Report
  - Superintendent's Report
  - Committee Reports
  - Student Representatives Report
  - Financial Report Month Ending February 28, 2022
- Item 5 PRESENTATIONS
- Capstone Projects
  - First Read of Computer Integration Curriculum Grade 7 and 8
  - First Read of Technology Education Curriculum Grade 7 and 8
- Item 6 OLD BUSINESS
- Second Read and Possible Action on Economics Curriculum
  - Second Read and Possible Action on World Religions Curriculum
- Item 7 NEW BUSINESS
- Discussion and Possible Action on the Transportation Bid
  - Discussion and Possible Action on Extending the Strategic Plan
  - First Read of Policies:
    - 4111.1 / 4211.1 Equal Employment Opportunity (Affirmative Action)
    - 4111.3 / 4211.3 Plan for Minority Recruitment and Selection
    - 4118.239 / 4218.239 Required COVID-19 Vaccinations--to be rescinded
  - Action on Minutes of March 1, 2022
- Item 8 \*\*PUBLIC PARTICIPATION
- Item 9 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](mailto:NewtownBOE@newtown.k12.ct.us)*

March 8, 2022

TO: Lorrie Rodrigue

FROM: Kimberly Longobucco

Please accept the donation of \$180 from Barbara Lynn Kail to Newtown High School.

This is a very kind donation in response to a gracious act of kindness.

Thank you.

Barbara Lynn Kail  
2771 Edgehill Ave  
Bronx, NY 10463

**BARBARA LYNN KAIL  
2771 EDGEHILL AVE  
BRONX NEW YORK 10463  
973.476.8472  
KAIL@FORDHAM.EDU**

Dear Ms. de Brantes,

It was a pleasure speaking with you this morning. Enclosed is a check for \$180. in honor of Mr. Trent Harrison. Yesterday as my husband and I exited the Taconic Parkway at Route 199 my tire went flat. I pulled into the Mobil station where Mr. Harrison was kind enough to help us change it. He is what in Yiddish we call a "ganse mensch." A fine human being. We would like to make this donation to the Science of the Earth Department in his honor. Please use it to enhance the experience of teachers and students in those classrooms.

Thank you.

*Barbara Kail*  
*de Brantes*

**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
FEBRUARY 28, 2022**

**SUMMARY**

The eighth report of the 2021-22 school year continues to provide year to date expenses, active encumbrances and anticipated obligations. Many of the accounts within activity salaries, professional services, purchased property services, other purchased services and supplies have been forecasted as “full budget spend” in order to determine an estimated full year position. These balances are subject to change throughout the year and will be monitored closely.

During the month of February, The Board of Education spent approximately \$5.7M; \$4.0M on salaries and approximately \$1.7M on all other objects.

The current year end projected balance is showing a positive position of \$232,130. This balance has increased over the prior month projection by \$102,335.

The excess cost grant was recalculated and submitted to the state on March 1<sup>st</sup>, 2022. Minor adjustments were made to this submission as we captured changes that occurred between December through February. The changes were for various reasons; such as, reduction/increase in services for students, attendance and changes in transportation. Overall, the projected grant revenue has been adjusted by -\$79,578, yielding a new estimated total of \$1,533,532.

We have received the 1<sup>st</sup> payment from this grant which is 75% of the total estimate, or \$1,209,833. The balance is due to come in sometime in May. We are still estimating the reimbursement rate of 81.98%; however, this is subject to change and any changes will be reflected in the May deposit.

**MAJOR MOVERS**

➤ **SALARIES**

This account balance is showing a positive balance of \$282,897; which has increased over the prior month’s projection by \$105,935.

**Salaries – Certified and Non-Certified**

The majority of change is coming from the non-certified salary accounts and the certified sub account.

- Several times per year we conduct an encumbrance audit on our hourly employees. For a variety of reasons, these encumbrances will change throughout the year as employees may not work as many days as originally contracted.
- In the paraeducator union, the majority of encumbrance adjustments were due to early dismissal for staff development and conference days. These days are always encumbered as a full day of work; however, paras are not required to work the full day.
- *The projected balance in the educational assistant line item is anticipated to increase by an additional \$39,157, which also includes a change in our projection to fill the open positions.*

- ***In special education service salaries, our projected year-end balance has increased by \$31,084.*** This is primarily attributed to an additional opening of a position and the reduction of our projection to fill these open positions. We also allocated an additional \$5,000 from the Excess Cost Grant towards this line item.
- ***In the certified salary accounts, we have adjusted the daily sub projection as well as the building subs.*** We are still having difficulty filling these open positions and have adjusted this projection based on the current trend. ***The balance here has increased by \$36,573***

#### ➤ **OTHER PURCHASED SERVICES**

The overall change in the year-end projected balance is -\$7,894. However, there are a few significant changes throughout the sub-objects that are worth mentioning.

#### **Contracted Services**

- In contracted services, we encumbered an additional \$75,000 for a service that provides behavioral therapists for students. This type of service must be requested through a student's IEP and is quite costly. However, this is necessary as we have been unable to fill our Behavioral Therapists open positions.

#### **Transportation**

- We have released an additional \$18,000 in projected expense as adjustment have been made in the out-of-district transportation account. These changes were also included in our Excess Cost Grant submission which lowered the estimated revenue by -\$6,442.

#### **Out-of-District Tuition**

- The overall change in the year-end projected balance has provided an additional \$50,377. It has been challenging to predict a year-end balance due to constant changes that occur in the Special Education Department. Again, for a variety of reasons, this account has fluctuated monthly and updated as new information becomes available.

Below, we have identified the changes occurring in the special education out-of-district tuition account.

- We have adjusted encumbrances to capture the changes that have occurred between December through the end of February, which provided an additional \$54,660.
- We have reduced our anticipated obligation balance by \$73,200.
- The projected Excess Cost Grant revenue has been adjusted to reflect the new estimate with a reduction in the allocation of -\$77,449.

All other accounts appear to be in good standing order with minimal changes.

#### ➤ **Revenue**

We received \$8,080 in local tuition and \$1,088.75 in miscellaneous income.

Tanja Vadas  
 Director of Business & Finance  
 March 10, 2022

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING FEBRUARY 28, 2022**

OBJECT CODE	EXPENSE CATEGORY	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b><u>GENERAL FUND BUDGET</u></b>								
100	SALARIES	\$ 52,183,415	\$ 29,499,419	\$ 21,450,793	\$ 1,233,204	\$ 950,307	\$ <b>282,897</b>	99.46%
200	EMPLOYEE BENEFITS	\$ 11,665,232	\$ 8,669,718	\$ 2,203,820	\$ 791,694	\$ 816,745	\$ <b>(25,052)</b>	100.21%
300	PROFESSIONAL SERVICES	\$ 687,417	\$ 265,191	\$ 61,308	\$ 360,918	\$ 363,106	\$ <b>(2,188)</b>	100.32%
400	PURCHASED PROPERTY SERV.	\$ 1,847,678	\$ 1,034,611	\$ 316,892	\$ 496,175	\$ 500,608	\$ <b>(4,433)</b>	100.24%
500	OTHER PURCHASED SERVICES	\$ 9,429,686	\$ 6,197,491	\$ 3,778,097	\$ (545,902)	\$ (421,629)	\$ <b>(124,273)</b>	101.32%
600	SUPPLIES	\$ 3,381,039	\$ 1,875,321	\$ 175,108	\$ 1,330,610	\$ 1,313,550	\$ <b>17,060</b>	99.50%
700	PROPERTY	\$ 329,112	\$ 62,994	\$ 140,486	\$ 125,632	\$ 137,514	\$ <b>(11,882)</b>	103.61%
800	MISCELLANEOUS	\$ 74,119	\$ 54,130	\$ 466	\$ 19,523	\$ 19,523	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ <b>100,000</b>	0.00%
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 79,697,698	\$ 47,658,874	\$ 28,126,970	\$ 3,911,854	\$ 3,679,724	\$ <b>232,130</b>	99.71%
900	TRANSFER NON-LAPSING							
<b>GRAND TOTAL</b>		\$ 79,697,698	\$ 47,658,874	\$ 28,126,970	\$ 3,911,854	\$ 3,679,724	\$ 232,130	99.71%
<b>100</b>	<b>SALARIES</b>							
	Administrative Salaries	\$ 4,236,559	\$ 2,829,600	\$ 1,400,400	\$ 6,560	\$ 12,798	\$ (6,238)	100.15%
	Teachers & Specialists Salaries	\$ 32,891,949	\$ 17,639,597	\$ 15,071,144	\$ 181,207	\$ 32,766	\$ 148,441	99.55%
	Early Retirement	\$ 81,000	\$ 81,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 94,233	\$ 78,355	\$ 15,878	\$ -	\$ -	\$ -	100.00%

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING FEBRUARY 28, 2022**

<b>OBJECT CODE</b>	<b>EXPENSE CATEGORY</b>	<b>CURRENT BUDGET</b>	<b>YTD EXPENDITURE</b>	<b>ENCUMBER</b>	<b>BALANCE</b>	<b>ANTICIPATED OBLIGATIONS</b>	<b>PROJECTED BALANCE</b>	<b>% EXP</b>
	Homebound & Tutors Salaries	\$ 159,858	\$ 60,194	\$ 27,528	\$ 72,136	\$ 71,494	\$ 643	99.60%
	Certified Substitutes	\$ 642,310	\$ 375,046	\$ 172,332	\$ 94,932	\$ 198,780	\$ (103,848)	116.17%
	Coaching/Activities	\$ 662,356	\$ 362,163	\$ 1,333	\$ 298,860	\$ 298,860	\$ -	100.00%
	Staff & Program Development	\$ 150,083	\$ 94,478	\$ 105,405	\$ (49,801)	\$ 1,350	\$ (51,151)	134.08%
	<b>CERTIFIED SALARIES</b>	<b>\$ 38,918,348</b>	<b>\$ 21,520,432</b>	<b>\$ 16,794,021</b>	<b>\$ 603,894</b>	<b>\$ 616,047</b>	<b>\$ (12,153)</b>	<b>100.03%</b>
	Supervisors & Technology Salaries	\$ 1,101,338	\$ 713,639	\$ 290,039	\$ 97,661	\$ 52,526	\$ 45,134	95.90%
	Clerical & Secretarial Salaries	\$ 2,318,762	\$ 1,451,123	\$ 848,756	\$ 18,884	\$ 1,200	\$ 17,684	99.24%
	Educational Assistants	\$ 2,939,688	\$ 1,633,281	\$ 1,084,880	\$ 221,527	\$ 73,103	\$ 148,424	94.95%
	Nurses & Medical Advisors	\$ 927,175	\$ 506,351	\$ 407,988	\$ 12,837	\$ 36,613	\$ (23,776)	102.56%
	Custodial & Maint. Salaries	\$ 3,331,418	\$ 2,065,222	\$ 1,170,548	\$ 95,648	\$ 18,920	\$ 76,728	97.70%
	Non-Certied Adj & Bus Drivers Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 134,711	\$ 73,460	\$ 80,835	\$ (19,585)	\$ (25,998)	\$ 6,413	95.24%
	Special Education Svcs Salaries	\$ 1,449,812	\$ 810,753	\$ 519,726	\$ 119,332	\$ 21,754	\$ 97,578	93.27%
	Security Salaries & Attendance	\$ 676,153	\$ 415,778	\$ 246,916	\$ 13,459	\$ 3,471	\$ 9,988	98.52%
	Extra Work - Non-Cert.	\$ 118,010	\$ 69,172	\$ 7,083	\$ 41,755	\$ 48,505	\$ (6,751)	105.72%
	Custodial & Maint. Overtime	\$ 236,000	\$ 221,481	\$ -	\$ 14,519	\$ 90,892	\$ (76,373)	132.36%
	Civic Activities/Park & Rec.	\$ 32,000	\$ 18,728	\$ -	\$ 13,272	\$ 13,272	\$ -	100.00%
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 13,265,067</b>	<b>\$ 7,978,986</b>	<b>\$ 4,656,771</b>	<b>\$ 629,309</b>	<b>\$ 334,259</b>	<b>\$ 295,050</b>	<b>97.78%</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 52,183,415</b>	<b>\$ 29,499,419</b>	<b>\$ 21,450,793</b>	<b>\$ 1,233,204</b>	<b>\$ 950,307</b>	<b>\$ 282,897</b>	<b>99.46%</b>
<b>200</b>	<b>EMPLOYEE BENEFITS</b>							
	Medical & Dental Expenses	\$ 8,532,018	\$ 6,426,941	\$ 2,099,405	\$ 5,673	\$ 17,798	\$ (12,125)	100.14%
	Life Insurance	\$ 86,760	\$ 58,845	\$ -	\$ 27,915	\$ 27,915	\$ -	100.00%
	FICA & Medicare	\$ 1,641,519	\$ 964,103	\$ -	\$ 677,416	\$ 677,416	\$ -	100.00%
	Pensions	\$ 869,471	\$ 852,021	\$ 750	\$ 16,700	\$ 26,700	\$ (10,000)	101.15%

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING FEBRUARY 28, 2022**

<b>OBJECT CODE</b>	<b>EXPENSE CATEGORY</b>	<b>CURRENT BUDGET</b>	<b>YTD EXPENDITURE</b>	<b>ENCUMBER</b>	<b>BALANCE</b>	<b>ANTICIPATED OBLIGATIONS</b>	<b>PROJECTED BALANCE</b>	<b>% EXP</b>
	Unemployment & Employee Assist.	\$ 102,000	\$ 35,083	\$ -	\$ 66,917	\$ 66,917	\$ -	100.00%
	Workers Compensation	\$ 433,464	\$ 332,725	\$ 103,665	\$ (2,927)	\$ -	\$ (2,927)	100.68%
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,665,232</b>	<b>\$ 8,669,718</b>	<b>\$ 2,203,820</b>	<b>\$ 791,694</b>	<b>\$ 816,745</b>	<b>\$ (25,052)</b>	100.21%
<b>300</b>	<b>PROFESSIONAL SERVICES</b>							
	Professional Services	\$ 518,402	\$ 204,466	\$ 44,990	\$ 268,946	\$ 268,946	\$ -	100.00%
	Professional Educational Serv.	\$ 169,015	\$ 60,725	\$ 16,318	\$ 91,972	\$ 94,160	\$ (2,188)	101.29%
	<b>SUBTOTAL PROFESSIONAL SERV.</b>	<b>\$ 687,417</b>	<b>\$ 265,191</b>	<b>\$ 61,308</b>	<b>\$ 360,918</b>	<b>\$ 363,106</b>	<b>\$ (2,188)</b>	100.32%
<b>400</b>	<b>PURCHASED PROPERTY SERV.</b>							
	Buildings & Grounds Contracted Svc.	\$ 678,563	\$ 486,637	\$ 148,611	\$ 43,315	\$ 47,472	\$ (4,157)	100.61%
	Utility Services - Water & Sewer	\$ 151,157	\$ 61,765	\$ -	\$ 89,392	\$ 89,392	\$ -	100.00%
	Building, Site & Emergency Repairs	\$ 475,000	\$ 249,490	\$ 42,192	\$ 183,318	\$ 183,571	\$ (253)	100.05%
	Equipment Repairs	\$ 275,366	\$ 97,399	\$ 39,691	\$ 138,276	\$ 138,299	\$ (23)	100.01%
	Rentals - Building & Equipment	\$ 267,592	\$ 139,320	\$ 86,398	\$ 41,874	\$ 41,874	\$ 0	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>SUBTOTAL PUR. PROPERTY SERV.</b>	<b>\$ 1,847,678</b>	<b>\$ 1,034,611</b>	<b>\$ 316,892</b>	<b>\$ 496,175</b>	<b>\$ 500,608</b>	<b>\$ (4,433)</b>	100.24%
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>							
	Contracted Services	\$ 831,975	\$ 543,969	\$ 122,681	\$ 165,325	\$ 248,036	\$ (82,711)	109.94%
	Transportation Services	\$ 4,461,980	\$ 2,703,415	\$ 1,410,300	\$ 348,265	\$ 273,265	\$ 75,000	98.32%
	Insurance - Property & Liability	\$ 385,500	\$ 306,871	\$ 81,538	\$ (2,909)	\$ 30,000	\$ (32,909)	108.54%
	Communications	\$ 128,815	\$ 126,755	\$ 29,969	\$ (27,908)	\$ (17,756)	\$ (10,152)	107.88%
	Printing Services	\$ 26,169	\$ 4,087	\$ 6,442	\$ 15,640	\$ 15,640	\$ -	100.00%
	Tuition - Out of District	\$ 3,373,676	\$ 2,406,592	\$ 2,076,729	\$ (1,109,645)	\$ (1,036,144)	\$ (73,501)	102.18%



**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING FEBRUARY 28, 2022**

<b>OBJECT CODE</b>	<b>EXPENSE CATEGORY</b>	<b>CURRENT BUDGET</b>	<b>YTD EXPENDITURE</b>	<b>ENCUMBER</b>	<b>BALANCE</b>	<b>ANTICIPATED OBLIGATIONS</b>	<b>PROJECTED BALANCE</b>	<b>% EXP</b>
	Student Travel & Staff Mileage	\$ 221,571	\$ 105,803	\$ 50,439	\$ 65,329	\$ 65,329	\$ -	100.00%
	<b>SUBTOTAL OTHER PURCHASED SERV.</b>	<b>\$ 9,429,686</b>	<b>\$ 6,197,491</b>	<b>\$ 3,778,097</b>	<b>\$ (545,902)</b>	<b>\$ (421,629)</b>	<b>\$ (124,273)</b>	<b>101.32%</b>
<b>600</b>	<b>SUPPLIES</b>							
	Instructional & Library Supplies	\$ 773,786	\$ 478,408	\$ 96,163	\$ 199,215	\$ 209,155	\$ (9,940)	101.28%
	Software, Medical & Office Supplies	\$ 214,816	\$ 113,288	\$ 34,164	\$ 67,365	\$ 67,365	\$ -	100.00%
	Plant Supplies	\$ 391,100	\$ 278,166	\$ 23,260	\$ 89,674	\$ 89,674	\$ -	100.00%
	Electric	\$ 1,043,970	\$ 554,336	\$ -	\$ 489,634	\$ 475,634	\$ 14,000	98.66%
	Propane & Natural Gas	\$ 416,899	\$ 231,360	\$ -	\$ 185,539	\$ 182,539	\$ 3,000	99.28%
	Fuel Oil	\$ 63,000	\$ 46,240	\$ -	\$ 16,760	\$ 16,760	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 202,401	\$ 108,458	\$ -	\$ 93,943	\$ 83,943	\$ 10,000	95.06%
	Textbooks	\$ 275,067	\$ 65,066	\$ 21,521	\$ 188,480	\$ 188,480	\$ -	100.00%
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 3,381,039</b>	<b>\$ 1,875,321</b>	<b>\$ 175,108</b>	<b>\$ 1,330,610</b>	<b>\$ 1,313,550</b>	<b>\$ 17,060</b>	<b>99.50%</b>
<b>700</b>	<b>PROPERTY</b>							
	Technology Equipment	\$ 130,960	\$ 24,255	\$ 28,710	\$ 77,996	\$ 77,996	\$ -	100.00%
	Other Equipment	\$ 198,152	\$ 38,739	\$ 111,777	\$ 47,636	\$ 59,519	\$ (11,882)	106.00%
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 329,112</b>	<b>\$ 62,994</b>	<b>\$ 140,486</b>	<b>\$ 125,632</b>	<b>\$ 137,514</b>	<b>\$ (11,882)</b>	<b>103.61%</b>
<b>800</b>	<b>MISCELLANEOUS</b>							
	<b>Memberships</b>	<b>\$ 74,119</b>	<b>\$ 54,130</b>	<b>\$ 466</b>	<b>\$ 19,523</b>	<b>\$ 19,523</b>	<b>\$ -</b>	<b>100.00%</b>
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 74,119</b>	<b>\$ 54,130</b>	<b>\$ 466</b>	<b>\$ 19,523</b>	<b>\$ 19,523</b>	<b>\$ -</b>	<b>100.00%</b>
<b>910</b>	<b>SPECIAL ED CONTINGENCY</b>	<b>\$ 100,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 100,000</b>	<b>\$ -</b>	<b>\$ 100,000</b>	<b>0.00%</b>

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING FEBRUARY 28, 2022**

OBJECT CODE	EXPENSE CATEGORY	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>TOTAL LOCAL BUDGET</b>		<b>\$ 79,697,698</b>	<b>\$ 47,658,874</b>	<b>\$ 28,126,970</b>	<b>\$ 3,911,854</b>	<b>\$ 3,679,724</b>	<b>\$ 232,130</b>	<b>99.71%</b>

**SPECIAL REVENUES**

<b>EXCESS COST GRANT REVENUE</b>		<b>STATE PROJ 18-Jan</b>	<b>PROJECTED 1-Mar</b>	<b>ESTIMATED Total</b>	<b>VARIANCE to Budget</b>	<b>FEB DEPOSIT</b>	<b>MAY DEPOSIT</b>	<b>% TO BUDGET</b>
51266	<i>Special Education Svcs Salaries ECG</i>	\$ (2,857)	\$ (7,170)	\$ (7,170)	\$ (29,540)	\$ (5,860)	\$ (1,310)	19.53%
54116	<i>Transportation Services - ECG</i>	\$ (339,660)	\$ (333,218)	\$ (333,218)	\$ (29,399)	\$ (259,137)	\$ (74,081)	91.89%
54160	<i>Tuition - Out of District ECG</i>	\$ (1,270,593)	\$ (1,193,144)	\$ (1,193,144)	\$ (68,349)	\$ (944,836)	\$ (248,308)	94.58%
<b>Total</b>		<b>\$ (1,613,110)</b>	<b>\$ (1,533,532)</b>	<b>\$ (1,533,532)</b>	<b>\$ (127,288)</b>	<b>\$ (1,209,833)</b>	<b>\$ (323,699)</b>	<b>92.34%</b>
Variance Jan - March		\$	\$ 79,578			<b>Total*</b>	<b>\$ (1,533,532)</b>	

\*75% of Jan Proj

<b>SDE MAGNET TRANSPORTATION GRANT</b>	\$ (13,000)	\$ (9,100)	\$ (9,100)	\$ (11,700)	\$ (6,500)	\$ (2,600)	43.75%
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**OTHER REVENUES**

<b><u>BOARD OF EDUCATION FEES &amp; CHARGES - SER'</u></b>	<b><u>APPROVED BUDGET</u></b>	<b><u>ANTICIPATED</u></b>	<b><u>RECEIVED</u></b>	<b><u>BALANCE</u></b>	<b><u>% RECEIVED</u></b>
LOCAL TUITION	\$32,430		\$38,882	(\$6,452)	119.89%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000		\$30,000	\$0	100.00%
MISCELLANEOUS FEES	\$6,000		\$2,148	\$3,852	35.79%
<b>TOTAL SCHOOL GENERATED FEES</b>	<b>\$68,430</b>		<b>\$71,029</b>	<b>(\$2,599)</b>	<b>103.80%</b>

**OTHER GRANTS**

	<b><u>21-22 BUDGET</u></b>	<b><u>YTD EXPENSE</u></b>	<b><u>ENCUMBER</u></b>	<b><u>BALANCE</u></b>	
214 ESSER II	\$625,532	\$368,934	\$208,151	\$48,447	92.26%
ESSER III (estimated \$809k for 21-22 use)	\$809,095	\$472,652	\$229,357	\$107,086	86.76%



Newtown Public Schools

# Computer Integration Gr. 7

Browse Unit Calendars > Newtown Middle School / Grade 7 / FSAA: Technology / Computer Integration Gr. 7

## 2 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Digital Citizenship & Online Safety	0	1-5	6-9								
Basic Photo Editing and Video Production	0	1-5	6-9								
Intro to Coding	0			10-12							
		1-5	6-9	10-12	13-16	17-20	21-24	25-28	29-32	33-36	37-38



# Unit Planner: Digital Citizenship & Online Safety Computer Integration Gr. 7

Technology / Computer Integration

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology / Computer Integration Gr. 7 / Week 1 - Week 4

Last Updated: Friday, February 18, 2022  
by Austin Cirella

Digital Citizenship & Online Safety  
Cirella, Austin; 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*

**Lens:** Safety, Responsibility

**Concepts:** Discussion, Perspective, Self-awareness, Communication, Balance, Consequences, Data, Rigor, Awareness, Screen time and offline time

**Computer Microconcepts:** Digital Literacy, Online Safety, Content-specific Vocabulary, Online Etiquette, Digital Footprint, Security Threats, Online Actions, Social Media

G

#### Generalizations / Enduring Understandings

1. Consider how online actions impact the real world
2. An imbalance between screen time and offline time creates consequences.
3. Data protection requires rigor and awareness on the part of the user.
4. Online actions reverberate for years due to their near permanent status.
5. Tracking one's digital footprint reduces online security threats.

#### Guiding Questions

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

- 1a. What is social media? (F)
- 1b. What actions online can cause problems in the real world? (F)
- 1c. What is intellectual property? (F)
- 1d. What are the real world effects that result from online actions? (C)
- 1e. Should users face consequences in the real world for online actions? (P)
- 1f. How long should online content be able to impact the user? (P)
- 2a. What are detrimental effects on one's mind and/or body from too much screen time? (F?)
- 2b. How can people avoid having too much screen time in a world where screens are so pervasive? (C)
- 2c. Is it worth balancing screen time vs. offline time, if screen time brings enjoyment? (P)
- 3a. What are the most important ways to prevent a security breach? (F)
- 3b. Do pre-emptive safety procedures meaningfully reduce risk online? (C)
- 3c. Are safety procedures worth practicing, if they take extra effort or time? (P)
- 4a. How does one protect privacy online to prevent their media from being seen? (F)
- 4b. Can a user fully erase personal content from the internet? (C)
- 4c. Is saving other people's media ethical? (P)
- 5a. What is a digital footprint? (F)
- 5b. What are the best ways to track one's digital

footprint? (F)  
5c. Can a person fully repair a damaged digital footprint? (C)  
5d. Is it ethical to investigate others' digital footprints without their permission? (P)

## Standard(s)

*Connecticut Core Standards / Content Standards*

**ISTE: Educational Technology (2016)**

**ISTE: All Grades**

### 1. Empowered Learner

**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:**

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

### 2. Digital Citizen

**Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:**

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

### 2016 ISTE Standards

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## Critical Content & Skills

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

Students will know the permanence of their actions online.

Students will know the real world implications of their online actions.

Students will be able to critically analyze and discuss digital citizenship problems and ethical dilemmas.

Students will be able to demonstrate understanding and comprehension of online safety procedures and protocol as well as mitigation strategies.

Students will be able to successfully identify potential threats online before they succumb to them.

Students will be able to understand and respect the rights and obligations of using and sharing intellectual property.

## Core Learning Activities

### Formative:

Connections & Community assignment questions and discussion.

Safety & Privacy assignment questions and discussion.

Screen Time vs. Offline Time assignment, research, and discussion.

Technology & Data assignment questions and discussion.

Online Rights & Literacy assignment questions and discussion.

Evaluating Content assignment, research, and discussion.

### Summative:



The Importance of Digital Safety Writing Assignment.

[Connections & Community Lesson 1 Questions.pdf](#)

[Safety & Privacy Lesson 2 Questions.pdf](#)

[Screen Time vs. Offline Time Lesson 3 Questions.pdf](#)

[Technology & Data Lesson 4 Questions.pdf](#)

<a href="#">Online Rights &amp; Literacy Lesson 5 Questions.pdf</a> <a href="#">Evaluating Content Lesson 6 Questions.pdf</a>  <a href="#">The Importance of Digital Safety Essay Assignment Sheet</a>	
<b>Assessments</b> <b>The Importance of Digital Safety Writing Assignment</b> <b>Summative: Other written assessments</b> <a href="#">Summative Digital Safety Assignment</a> <b>Classroom Discussion</b> <b>Formative: Other oral assessments</b>  <a href="#">The Importance of Digital Safety Essay Assignment Sheet</a>	<b>Resources</b> <i>Professional &amp; Student</i> Guided/Self-Paced Ever-Fi Software <a href="#">EverFi Course Description</a> <a href="#">EverFi Login/Registration</a>
<b>Student Learning Expectation &amp; 21st Century Skills</b> <a href="#">Information Literacy</a> <a href="#">Critical Thinking</a> <a href="#">Spoken Communication</a> <a href="#">Written Performance</a> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul> <p>Information Literacy, Critical Thinking, Spoken Communication, and Written Performance will all be utilized in this unit.</p>	<b>Interdisciplinary Connections</b> English Health



# Unit Planner: Basic Photo Editing and Video Production Computer Integration Gr. 7

Friday, February 18, 2022, 11:41 AM

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology / Computer  
Integration Gr. 7 / Week 5 - Week 8

Last Updated: Friday, February 18, 2022  
by Austin Cirella

## Basic Photo Editing and Video Production

Cirella, Austin; 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*

**Lens:** Creativity, Practicality

**Concepts:** Process, Understanding, Creation, Design, Skill,

**Computer Microconcepts:** Video Production, Photo Editing, Ethics, Software, Message, Tools

G

#### Generalizations / Enduring Understandings

1. The skills of creating and editing videos and images enable one to become proficient in cultivating a message.
2. Effective photo editing and and video production necessitate specialized tools and software.
3. Learning multiple specific tools for photo editing and video production permits one to be effective at creating a cohesive product/message.
4. The specialized skills of video production and photo editing unlock a plethora of professional opportunities.
5. The dangers and ethics of photo and video editing evolve constantly.

#### Guiding Questions

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

- 1a. What is video production and photo editing and how do they work? (F)
- 1b. Why is video/photo editing an effective way to cultivate a powerful/memorable message? (C)
- 1c. Can editing a photo or video change the tone in a meaningful way? (P)
- 2a. What are specific tools for modern photo or video editing? (F)
- 2b. What photo and video editing methods are the most drastic/effective? (P)
- 2c. Which tools are the most effective at changing a photo or video? (F)
- 3a. What are programs that use modern tools for photo and video editing? (F)
- 3b. Why are there multiple photo and video editing programs that function similarly? (C)
- 3c. Is learning a single editing program sufficient? (P)
- 4a. What are professional opportunities that require proficiency in photo or video editing and production? (F)
- 4b. What are differences between amateur and professional photo and video editing and production? (F)
- 4b. What are ways to professionalize photo and video editing and production? (C)
- 4c. Are there most effective ways to make photo or video work stand out through editing techniques or production techniques? (P)
- 5a. What are major ethics pitfalls you can be penalized for to consider when editing or creating a photo or video? (F)
- 5b. How can one anticipate ethics pitfalls before they occur? (C)

5c. Are ethical pitfalls worth considering, if they are not against the law? (P)

Standard(s)

Connecticut Core Standards / Content Standards

**ISTE: Educational Technology (2016)**

**ISTE: All Grades**

**1. Empowered Learner**

**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:**

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

**2. Digital Citizen**

**Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:**

c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**3. Knowledge Constructor**

**Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:**

b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

**4. Innovative Designer**

**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:**

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c. develop, test and refine prototypes as part of a cyclical design process.

**6. Creative Communicator**

**Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:**

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. create original works or responsibly repurpose or remix digital resources into new creations.

c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. publish or present content that customizes the message and medium for their intended audiences.

**2016 ISTE Standards**

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**Critical Content & Skills**

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

Students will cultivate a specific message with video production and photo editing.

Students will use specialized tools necessary to be proficient in video production and photo editing in the modern age.

Students will effectively employ multiple programs to improve their video production and photo editing capabilities.

Students will use video production and photo editing skills in a professional environment.



Students will know the challenges and how to avoid ethics complications in video production and photo editing.  
 Students will create an original video and image.  
 Students will edit an original video and image.  
 Students will practice video editing with multiple software.  
 Students will experience examples of multiple types of video production hardware.  
 Students will demonstrate proficiency in video production and editing across multiple platforms.

**Core Learning Activities**

**Formative:**

Video Production and Photo Editing: The Basics. - Multiple Classroom Demonstration and Activity  
 How to create a specific message or tone with editing techniques - Classroom Demonstration and Activity  
 Different Photo and Video Tools for Different Tasks- Classroom Demonstration and Activity  
 How to use different programs in unison- Classroom Demonstration and Activity  
 Ethical dilemmas in video production and photo editing and how to avoid them - Classroom Discussion and Writing Exercise  
 Careers and opportunities in video production and photo editing - Classroom Discussion and Research Activity

**Summative:**

Create original video or complex edited photo- Technology Project

**Assessments**

**Classroom Demonstration Follow Up Hands-on Activities**

**Formative: Other Visual Assessments**

**Ethical Dilemmas Writing Exercise**

**Formative: Written Report**

After a classroom discussion about the potential ethical pitfalls surrounding photo and video editing and production students are asked to identify ways to avoid these problems and additionally find more ethical dilemmas they may not have considered previously.

**Careers and Opportunities Research Activity**

**Formative: Other written assessments**

After a classroom discussion surrounding students expectations about the potential for photo and video editing to turn into a professional career, they are tasked with researching to find 3 additional careers that might interest them in the field of video or photo production and editing.

**Create Your Own Video**

**Summative: Technology Project**

Students are asked to create a single complex photo or video that has edits made to it to create multiple tones or themes. This is a summative assessment that culminates all the skills they have learned throughout the unit.

- [Silhouette Art](#)
- [Overlay Lesson](#)
- [Word Picstitch](#)
- [Animated Pumpkin Lesson Pixlr](#)
- [Hex Code Coloring](#)
- [Colorizing and Combining](#)
- [Video Production and Photo Editing Summative Assessment Sheet](#)

**Resources**

*Professional & Student*

Photoshop or Pixlr  
 Adobe Premier Pro or ClipChamp

**Student Learning Expectation & 21st Century Skills**

- [Information Literacy](#)
- [Critical Thinking](#)
- [Spoken Communication](#)
- [Written Performance](#)

**Interdisciplinary Connections**

Art

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Information Literacy</li><li>• Critical Thinking</li><li>• Spoken Communication</li><li>• Written Performance</li></ul> |  |
|---|--|

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# Unit Planner: Intro to Coding Computer Integration Gr. 7

Tuesday, February 22, 2022 10:26 AM

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology / Computer Integration Gr. 7 / Week 9 - Week 12

Last Updated: Friday, February 18, 2022  
by Austin Cirella

## Intro to Coding

Cirella, Austin; 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*

**Lens:** Logical & Analytical Problem Solving, Creativity

**Concepts:** Data, Rigor, Systems, Patterns, Process, Logic, Analysis, Paths, Results

**Computer Microconcepts:** Coding, Efficiency, Content-specific Vocabulary, Coding Syntax, Coders, Instructions, Outcomes

G

#### Generalizations / Enduring Understandings

1. Coders employ a sequence of instructions to create desired outcomes.
2. Coding requires problem solving and presents alternative paths to the same result.
3. Sharing basic structure and syntax like loops, variables, and array indexing enable basic coding to be universal.
4. Effective coding saves time and energy.
5. Loops allow for more efficient coding.

#### Guiding Questions

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

- 1a. What is text based coding? (F)
- 1b. What are the steps to basic coding? (F)
- 1c. How does coding work? (C)
- 1d. How is the sequence of coding similar to other systems? (C)
- 1e. Is coding more similar to math-based sequencing or science-based sequencing? (P)
- 2a. What are effective uses of coding in the modern world to solve problems? (F)
- 2b. What potential negative effects does coding lead to? (F)
- 2c. Why do people code? (C)
- 2d. Does using code to solve problems raise any ethical dilemmas? (P)
- 3a. What is coding syntax? (F)
- 3b. What are examples of syntax outside of coding? (F)
- 3c. Why is syntax important for coding? (C)
- 3d. Are individual coding languages worth learning? (P)
- 4a. What are examples of how people use code to save time? (F)
- 4b. What are basic strategies to make coding more efficient? (F)
- 4c. What are real world benefits of efficiency in coding? (C)
- 4d. Is efficiency in coding important if the same task can be done inefficiently? (P)
- 5a. What are "loops" in coding? (F)
- 5b. Why do people use loops in coding? (C)
- 5c. How do loops make coding more efficient? (C)
- 5d. Is looping necessary to make a code effective? (P)

## Standard(s)

Connecticut Core Standards / Content Standards

ISTE: Educational Technology (2016)

ISTE: All Grades

### 1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

### 4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

### 5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

### 2016 ISTE Standards

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## Critical Content & Skills

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

Students will know how coding is used to achieve real world results.

Students will know how to start coding effectively.

Students will know the basics of coding loops.

Students will be able to effectively demonstrate coding syntax.

Students will be able to understand how coding affects everyday life.

Students will be able to use coding to solve basic abstract problems.

Students will be able to understand what coding is at a core level.

Students will be able to demonstrate effective coding by producing their own code.

Students will produce multiple of their own unique levels in the provided software.

## Core Learning Activities

### Formative:

What is coding? Activity and Worksheet

Why do people code? Classroom discussion

Misconceptions and how coding works in the real world. Video and discussion

How important is coding syntax? Online coding activity with JavaScript and discussion

What are loops? Video and discussion

### Summative:

Challenge Assignment - Technology Project

What is coding?

How does coding work in the real world?

How important is coding syntax?

What are loops?

 Create a Challenge Assessment.

## Assessments

### What is coding?

#### Formative: Other Visual Assessments

##### What is coding?

#### How does coding work in the real world?

#### Formative: Other oral assessments

This video accompanied with a brief oral discussion both prior and after the video is the core of this assessment. Ideally you will go over misconceptions of how coding works first including depictions of coding in popular media and "hacking". After the video you would host a classroom discussion highlighting the differences between perceptions and reality. This is a participation based activity that includes turn and talks as well as whole room discussion.

##### How does coding work in the real world?

#### How important is coding syntax?

#### Formative: Technology Project

#### What are loops?

#### Formative: Other oral assessments

This video accompanied with a brief oral discussion both prior and after the video is the core of this assessment. Ideally you will go over what students think looping is and a brief explanation. After the video you would host a classroom discussion where the reasons for looping in coding become clear. This is a participation based activity that includes turn and talks as well as whole room discussion.

#### Create a Challenge Assessment-

#### Summative: Technology Project

#### Create a Challenge Assessment.

## Resources

### Professional & Student

[Code.org](#)

[Vidcode.com](#)

[Codemonkey.com](#)

[Code.org](#)

[vidcode.com](#)

[codemonkey.com](#)

## Student Learning Expectation & 21st Century Skills

### Information Literacy

### Critical Thinking

### Spoken Communication

### Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

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## Interdisciplinary Connections

Science

Math



Newtown Public Schools

# Computer Integration Gr. 8

Browse Unit Calendars > Newtown Middle School / Grade 8 / F&AA: Technology / Computer Integration Gr. 8

## 2 Curriculum Developers

Unit:	Lessons	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	
Coding	0																																							
Robotics & Coding	0																																							
Computer Hardware & Basic Troubleshooting	0																																							



## Unit Planner: Coding Computer Integration Gr. 8

Technology / Computer Integration Gr. 8 / Week 1 - Week 4

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology / Computer Integration Gr. 8 / Week 1 - Week 4

Last Updated: Friday, February 18, 2022  
by Austin Cirella

### Coding

Cirella, Austin; 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*

**Lens:** Logical & Analytical Problem Solving, Creativity

**Concepts:** Data, Rigor, Systems, Patterns, Process, Logic, Analysis

**Computer Microconcepts:** Coding, Amateur Coding, Efficiency, Content-specific Vocabulary, For-loops, Arrays, Indexing, Variables, **Formulas & Strings** in Coding

G

#### Generalizations / Enduring Understandings

1. Coders utilize variables to increase the efficiency of desired outcomes.
2. Coding efficiency depends on indexing and arrays.
3. Implementing formulas in coding increases efficiency
4. For-loops, an effective tool, cut down on unnecessary code in most coding languages.
5. Amateur level coding effectively solves abstract problems.

#### Guiding Questions

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

- 1a. What are variables in coding? (F)
- 1b. How does one create a coding variable? (F)
- 1c. How do variables work? (C)
- 1d. How are variables in coding similar to variables in math or science? (C)
- 1e. Are coding variables worth using if they require prior planning? (P)
- 2a. What is indexing? (F)
- 2b. What are arrays in coding? (F)
- 2c. How do indexes and arrays work together to create efficient coding? (C)?
- 2c. When would it be applicable to use an index/array? (F)?
- 2d. Do the limitations on arrays make their implementation worthwhile? (P)
- 3a. What are formulas in coding? (F)
- 3b. What are some examples of formulas outside of coding? (F)
- 3c. How does the introduction of a formula make a code more efficient? (C)
- 3d. Are there any potential situations when using a formula wouldn't be worth the time and effort? (P)
- 3e. Are formulas more effective than indexing or arrays for making code more efficient? (P)
- 4a. What are for-loops in coding? (F)
- 4b. How are for-loops different from regular coding loops? (F)
- 4c. How do for-loops impact a code? (C)
- 4d. Are for-loops as effective as regular loops at

increasing efficiency? (P)

5a. What makes coding "amateur?" (F)

5b. What kind of problems does amateur coding solve? (F)

5c. How does amateur coding differ from professional-level coding? (F)

5d. How can someone approach an abstract problem with only amateur level coding? (C)

5d. Is creating media as an amateur coder an efficient way to learn coding? (P)

## Standard(s)

*Connecticut Core Standards / Content Standards*

**ISTE: Educational Technology (2016)**

**ISTE: All Grades**

### 1. Empowered Learner

**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:**

c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

### 5. Computational Thinker

**Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:**

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

### 2016 ISTE Standards

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## Critical Content & Skills

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

Students will know how amateur coding can be used to achieve real world results.

Students will know how to use basic coding protocols.

Students will know to make their own coding more efficient.

Students will effectively demonstrate formulas in coding.

Students will effectively demonstrate for-loops in coding.

Students will understand and utilize what an array and index is as pertaining to coding.

Students will solve basic abstract problems with coding.

Students will produce a final product that shows **proficiency** in coding.

## Core Learning Activities

### Formative:

What are variables? Demonstration and code production. Check

How does one implement formulas in code? Demonstration and code production.



Indexes and arrays in a nutshell. Demonstration and code production.

What are for-loops? Demonstration and code production.

Amateur coding solutions. Demonstration and code production.

### Summative:



<p>Create a Game Assignment</p>	
<p><b>Assessments</b></p> <p><b>Create a Game Assignment</b>  <b>Summative: Technology Project</b>   <a href="#">Create a Game In CodeMonkey Assignment.</a>  <b>Online Code Productions</b>  <b>Formative: Technology Project</b>  <a href="#">codemonkey.com</a>   <a href="#">Create a Game In CodeMonkey Assignment.</a></p>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i>  <a href="#">Codemonkey.com</a>  <a href="#">codemonkey.com</a></p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><u><a href="#">Information Literacy</a></u>  <u><a href="#">Critical Thinking</a></u>  <u><a href="#">Spoken Communication</a></u>  <u><a href="#">Written Performance</a></u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> <li>• </li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Math  Science</p>



## Unit Planner: Robotics & Coding Computer Integration Gr. 8

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology /  
Computer Integration Gr. 8 / Week 5 - Week 8

Last Updated: Saturday, February 19, 2022 by Austin Cirella

### Robotics & Coding

Cirella, Austin; 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*

**Lens:** Practicality, Analysis

**Concepts:** Analysis, Logic, Understanding, Design

**Computer Microconcepts:** Robotics, Coding, AI, Automation, 2d vs 3d space, inputs, program languages, robotic movement, functionality, challenges

G

#### Generalizations / Enduring Understandings

1. Robotics enable efficiency in the real world with automation & AI.
2. Functionality in robotics demands effective and efficient coding to be successful in desired task.
3. 2d vs 3d space presents unique challenges for coding robotic movement.
4. Robots interpret precise human inputs to complete tasks.
5. Successfully coding robots allows choosing among multiple program languages.

#### Guiding Questions

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

- 1a. What are tasks that robots make faster? (F)
- 1b. Why do people create robots to complete tasks? (C)
- 1c. How do robots make tasks more efficient? (C)
- 1d. Is relying on robots to complete tasks a dangerous exercise practice? (P)
- 2a. What are some issues that arise in robotics if the robotic code is not efficient? (F)
- 2b. Why is efficient coding important in robotics? (C)
- 2c. Are the problems created by inefficiency worth tackling in a working system? (P)
- 3a. What are the differences to consider when coding something virtually in 2d space compared to 3d space? (F)
- 3b. How might the differences in 2d coding vs 3d coding present themselves in the real world? (C)
- 3c. Are the differences in 2d space vs 3d space worth taking into account? (P)
- 4a. Are robots capable of doing things completing tasks on their own? (F)
- 4b. Why are precise inputs imperative to successful outcomes with robotics? (C)
- 4c. Is it valuable to create a robot that requires less than precise inputs? (P)
- 5a. What coding languages are used for the most popular robotics today? (F)
- 5b. Why is each of these languages used specifically? (F)
- 5c. What coding languages seem the most accessible and why? (C)
- 5d. Which coding language is most essential to learn for

**Standard(s)***Connecticut Core Standards / Content Standards***ISTE: Educational Technology (2016)****ISTE: All Grades****1. Empowered Learner****Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:**

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

**3. Knowledge Constructor****Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:**

- a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

**4. Innovative Designer****Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:**

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

**6. Creative Communicator****Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:**

- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

**2016 ISTE Standards**

Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

**Critical Content & Skills***What students must **KNOW** and be able to **DO***

Students will know how automation and AI are used to increase efficiency.  
Students will know how coding is essential to robotics.  
Students will know multiple approaches to coding in robotics and different programming languages.  
Students will know robots are only capable of taking input.  
Students will code a spherical robot in 3d space.  
Students will create a multimedia presentation about a piece of robotics.  
Students will understand the challenges and limitations of robotics in the real world.

### Core Learning Activities

#### **Formative:**

Automation and AI in Robotics - Classroom discussion and Video  
Efficiency in Robots - Video and Demonstration  
Robots interpret precise human inputs to complete tasks - Classroom demonstration and activity  
What are the differences between coding in virtual space and in the real world? - Classroom activity & demonstration  
Learning the basics of robotics and coding- Classroom discussion and activity

#### **Summative:**

Choose a Robot Slideshow and Research - Technology Project and Research Project  
Robotics Obstacle Course - Technology Project and Classroom Activity

### Assessments

#### **Classroom Discussions**

**Formative: Other oral assessments**

#### **Classroom Activities**

**Formative: Other Visual Assessments**

**Choose a Robot Slideshow and Research**

**Summative: Technology Project**

For this project students are going to research and create a slideshow on the things you learned.

The goal of the project will be presented in the the following fashion :

1. Pick a piece of technology that you are interested in and you think has the ability to or already does change the world for the better.  
You can choose any piece of technology.
2. Once you have chosen a piece of technology, do safe research on the internet about it.
3. Use your research to answer the following questions with multiple complete sentences in the attached Google Doc:
  1. When & where was this technology invented?
  2. Has this technology changed over time? How?
  3. Who invented this technology?
  4. What are some examples of this technology in action?  
Make sure to give multiple examples.
  5. Is coding involved in making this technology work?
  6. How/Where does this technology get made? How much does it cost?
  7. Why did they invent this technology?
  8. How does this technology make the world a better place?
  9. Does this technology affect people in their everyday lives?
  10. Is there any similar technology that tries to do the same thing?
  11. How do you think you could change or add to this technology to make it better?

### Resources

*Professional & Student*

[Sphero Robots & Application](#)

12. What would the world be like without this technology?  
Be specific.  
{-(! Make sure you cite your sources !)-}

4. Create a slideshow in Google Slides that goes over the answers to all of these questions and presents your information.

This slideshow should be about 15-20 slides and include multiple pictures of your technology or any related images. Make sure you have a works cited slide!


5. When you are done filling in the answers in Google Docs and have completed your slideshow make sure they are both handed in!

An example of a piece of technology that makes the world a better place is smartphones. Smartphones help keep families connected and let people communicate in emergencies. You can choose whatever topic you want, this is just an example.

#### **Robotics Obstacle Course**

#### **Technology Project**

<https://www.youtube.com/watch?v=Jky9I1ihAkg>

 [Tech Project Assignment Sheet](#)

<https://www.youtube.com/watch?v=FISyv2N5QEQ>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

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Interdisciplinary Connections

Science

Math



# Unit Planner: Computer Hardware & Basic Troubleshooting Computer Integration Gr. 8

Tuesday, February 15, 2022 11:58 AM

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology / Computer Integration Gr. 8 / Week 9 - Week 12

Last Updated: Friday, February 18, 2022  
by Austin Cirella

Computer Hardware & Basic Troubleshooting  
Cirella, Austin; 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*

**Lens:** Logical & Analytical Problem Solving, Practical

**Concepts:** Process, Logic, Sequence, Analysis, Understanding

**Computer Microconcepts:** Troubleshooting, Software, Hardware, Computer Repair, Components, End User Experience, Skill, Computer Skills, Building, Information

G

#### Generalizations / Enduring Understandings

1. The accessible skill of software troubleshooting enables one to extend the life of a personal computer.
2. Repairing a computer exemplifies an accessible and essential skill in the modern age.
3. Understanding the components of a computer enables successful hardware troubleshooting.
4. The components inside a computer all work cohesively and in unison to deliver the end user experience.
5. Building a computer requires the right information, rendering it accessible to all.

#### Guiding Questions

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

- 1a. What is software troubleshooting and how is it beneficial? (F)
- 1b. What are some generic approaches to troubleshooting software issues? (F)
- 1c. How can troubleshooting extend the life of a personal computer? (C)
- 1d. Are specific troubleshooting solutions worth learning? (P)
- 2a. What is computer repair? (F)
- 2b. What are some effective software repair solutions? (F)
- 2c. What are some effective hardware repair solutions? (F)
- 2d. Why is troubleshooting a computer important for extending its life? (C)
- 2e. Are there times where software or hardware repair may not be worth it? (P)
- 3a. What are the essential components of a computer? (F)
- 3b. Do all computers have the same components? (F)
- 3c. Why are some components specialized? (C)
- 3d. Which component is the most essential for a computer to operate? (P)
- 4a. Which components interact with each other on the inside of a computer? (F)
- 4b. Why do almost all of the parts of a computer have to be working for a computer to function effectively? (C)
- 4c. Can one component work cohesively? (P)

5a. What is needed to build a computer? (F)  
5b. Which kind of tasks and environments call for different types of computers and why? (C)  
5c. Is learning to build a computer a valuable skill when one can buy a pre-made computer? (P)

## Standard(s)

Connecticut Core Standards / Content Standards

**ISTE: ISTE Students (2019)**

**ISTE: All Grades**

### 1.1 Empowered Learner

**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:**

1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

### 1.3 Knowledge Constructor

**Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:**

1.3.c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

### 2016 ISTE Standards

Students 2016 ISTE Standards for Students, ©2016, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## Critical Content & Skills

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

Students will know the basics of software and hardware troubleshooting.

Students will know the importance of troubleshooting for extending the life of a computer.

Students will have a strong grasp on the components inside a computer and how they operate in tandem to deliver the end user experience most everyone is familiar with.

Students will understand the importance of being able to build your own computer and how to get started doing it themselves.

Students will troubleshoot basic computer issues.

Students will access the materials needed to build their own computer with ease.

Students will explain how computer components work together.

## Core Learning Activities

### Formative:

How to troubleshoot basic software issues - Classroom Discussion and Guided Walkthrough Activity

How to troubleshoot basic hardware issues - Classroom Discussion and Guided Walkthrough Activity

What are the components inside a computer and how do they work? - Research and Discussion

How to repair/replace a computer component - Demonstrations/Hands-on activity

How to extend the life of your PC - Classroom Discussion and Video [Video](#)

### Summative:

Build a computer with PC part picker - Online Activity and Classroom Discussion

## Assessments




**Research Questions**

**Formative: Other written assessments**

## Resources

*Professional & Student*

<https://pcpartpicker.com/list/>

<p>Written Report Students will research questions presented to them to find correct information and find reliable sources.</p> <p><b>Classroom Discussions and Activities</b> <b>Formative: Other oral assessments</b></p> <p><b>Build a Computer with PC Part Picker</b> <b>Summative: Technology Project</b> Students are tasked with using the online tool introduced to them to build a compatible computer setup for multiple different uses and price points. <a href="https://pcpartpicker.com/list/">https://pcpartpicker.com/list/</a> <a href="#">PC Life Extension Video</a>  <a href="#">Hardware Questions #1</a>  <a href="#">Hardware Questions #2</a>  <a href="#">Hardware Questions #3</a></p>	<p>Computer case and parts</p>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a> <a href="#">Critical Thinking</a> <a href="#">Spoken Communication</a> <a href="#">Written Performance</a></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>•</li> </ul>	<p>Interdisciplinary Connections Science</p>





# Newtown Public Schools Technology Education Gr. 7

Browse Unit Calendars > Newtown Middle School / Grade 7 / F&AA: Technology / Technology Education Gr. 7

## 2 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
What is technology	0	1-4									
Patterns, Forces and Measurement	0		5-8								
Transformation of energy	0			9-12							
		1-5	6-9	10-12	13-16	17-20	21-24	25-28	29-32	33-36	37-38

[Previous Year](#)



# Unit Planner: What is technology Technology Education Gr. 7

Tuesday, February 22, 2022 9:27AM

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology /  
Technology Education Gr. 7 / Week 1 - Week 4

Last Updated: Friday, February 18, 2022  
by Kevin Epley

## What is technology

Connors, Jenna; Epley, Kevin

- [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*

Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Concepts / Conceptual Lens **SAFETY**

1. Tools
2. Safety
3. Decision making
4. Consequences
5. Preparation
6. Waste

G

#### Generalizations / Enduring Understandings

1. Appropriate use of tools promotes safety
2. Decision making enables students to understand positive and negative consequences of safety.
3. Preparation improves safety and reduces waste

#### Guiding Questions

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

1.
  - a. How far should fingers stay from a moving blade? (F)
  - b. What is the appropriate attire and equipment needed to use power tools in the classroom? (F)
  - c. Is there a time when it's appropriate to ignore safety protocols?(P)
2.
  - a. Why is it important to perform a maintenance check on a saw prior to using it?? (C)
  - b. Are machines dangerous if you know how to use them?(c)
3.
  - a. What is the biggest pollutant from humans? (F)
  - b. Are all building materials "recyclable?" (P)
  - c. Why should you measure before cutting? (c)
  - d. Is it ever possible to leave no waste after a building project?(P)

#### Standard(s)

*Connecticut Core Standards / Content Standards*  
[scroll saw standards.docx](#)

#### Critical Content & Skills

*What students must KNOW and be able to DO*

- Students will complete a safety exam
- Students will understand safety procedures for using tools and machinery
- Students will use practical skills to solve real world problems by utilizing the engineering design process.
- Students will identify how engineers are able to use power tools safety
- Students will understand waste and how to avoid it in the classroom

### Core Learning Activities

- Safety demonstration and lab
- Safety Demo and assessment
- How to use the design process
- Going Green research, slideshow, and presentation
- What is Technology challenge

### Assessments

#### What is technology

#### Formative: Group Project

[what is technology questions.docx](#)

#### peer rubric

#### Technology Project

[peer rubric \(1\).docx](#)

#### Saw assesment

#### Summative: Other written assessments

Lab Assignment

[Scroll saw saftey assesment.pdf](#)

### Resources

*Professional & Student*  
[scroll saw](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections



# Unit Planner: Patterns, Forces and Measurement Technology Education Gr. 7

Thursday, February 22, 2022 6:22 AM

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology /  
Technology Education Gr. 7 / Week 5 - Week 8

Last Updated: Friday, February 18, 2022  
by Kevin Eppley

Patterns, Forces and Measurement  
Connors, Jenna; Eppley, Kevin

- [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*

#### Structure

1. Measurement
2. Design
3. Forces
4. Patterns
5. Data
6. Structures
7. 2D/3D Shapes
8. Climate
9. Geography

G

#### Generalizations / Enduring Understandings

1. Structures are constructed from specific patterns and shapes.
2. Forces affect structural designs.
3. Culture, Climate and geography greatly influence the design of structures.

#### Guiding Questions

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

1.
  - a. What is a pattern? (F)
  - b. What is a 2d/3d shape? (F)
  - c. Is honeycomb a structurally strong pattern(F)
  - d. Where can we find patterns in nature? (C)
2.
  - a. What makes a structure safe?(F)
  - b. What are the forces acting on a building?(F)
  - c. Can triangles be used to support structures(F)
  - d. How can we combat forces on a structure(c)
3.
  - a. Can a house be built in every continent on the planet (f)
  - b. How does culture influence design? (C)
  - c. Are there certain materials that must be used to keep buildings safe and comfortable? (P)
  - d. How does climate influence design? (C)
  - e. How does geography influence design? (C)
  - f. What material are houses made out of? (F)

#### Standard(s)

Connecticut Core Standards / Content Standards  
[measurement standards.docx](#)

#### Critical Content & Skills

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

- Students will understand that patterns can create data to be analyzed.
- Students will understand that design involves a set of steps, which can be performed in different sequences and repeated as needed.
- Students will be able to model, test, evaluate, and modify their structural solutions.

### Core Learning Activities

- Students will utilize zometools to correctly build and then identify 2d/ 3d shapes while labeling the faces, edges and vertices. Students will be able to correctly calculate the perimeter and volume of the shapes they create.
- Students will learn about local architecture and how to design buildings, bridges, and structures. (RIS)
- Students will work in groups as they create zometools structures based on a set of criteria and constraints.
- Students will work in groups to design and create the most efficient structure based on the formula  $E=Force/Mass$ . Students will explore multiple materials fasteners and adhesives as they collect data to design the most efficient building.

### Assessments

#### Safe Structure Project

#### Summative: Group Project

Oral Report

[7th grade Architectural Project .docx](#)

#### Shape assessments

#### Summative: Group Project

[2d shape assesment.pdf](#)

[3d shapes assesment.pdf](#)

#### How to measure assessment

#### Formative: Lab Assignment

[How to measure assesment.pdf](#)

### Resources

#### Professional & Student

Zome tool kits

Building materials

[2D 3D Figures Introduction.pptx](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections



Unit Planner: Transformation of energy  
Technology Education Gr. 7

Tuesday, February 22, 2022, 10:42AM

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology /  
Technology Education Gr. 7 / Week 9 - Week 12

Last Updated: Friday, February 18, 2022 by Kevin Eppley

Transformation of energy  
Connors, Jenna; Eppley, Kevin

- [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*

Concepts: Energy

1. Kinetic energy
2. Compression
3. Strain
4. Structure
5. Stress
6. Projectiles
7. Designs
8. Forces

G

Generalizations / Enduring Understandings

1. Compression weakens structures.
2. Energy moves projectiles.
3. Forces can strain/stress designs.

Guiding Questions

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

1.
  - a. What is compression? (F)
  - b. How do natural forces cause compression on a structure? (C)
  - c. Is any structure immune to compression forces? (P)
2.
  - a. How do you store potential energy in a rubber band? (C)
  - b. How do you turn potential energy into kinetic energy? (C)
  - c. Is there an object that has both kinetic and potential energy? (P)
3.
  - A. How can compression, torsion, tension, and shear weaken the design of a structure? (C)
  - B. How do earthquakes destroy buildings? ©
  - C. Is there any building that is earthquake proof? (P)

Standard(s)

Connecticut Core Standards / Content Standards  
[energy standards.docx](#)

Critical Content & Skills

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

- Students will understand and apply the 4 forces of compression, tension, torsion, and shear.
- Students will be able to model, test, evaluate, and modify their potential and kinetic energy testers.
- Students will understand that design involves a set of steps, which can be performed in different sequences and

repeated as needed.

### Core Learning Activities

- Students will build on previous knowledge of potential and kinetic energy as they develop towers, catapults and vehicles based on a specific set of criteria and constraints with the main focus on energy transfer.
- Tension spring test
- Compression book challenge

### Assessments

#### potential and kinetic energy

#### Formative: Other written assessments

[Potential and kinetic energy reflection-assesment.pdf](#)

[potential and kinteic energy cost analysis.pdf](#)

#### Energy Assesment

#### Formative: Technology Project

[efficiency tower rubric.pdf](#)

[efficiency tower assesment-reflection.pdf](#)

### Resources

#### Professional & Student

Efficiency Tower building kits

Potential and kinetic kits

[The Leaning Tower Of Pisa Italy's Legendary](#)

[Architectural Mistake Massive Engineering](#)

[Mistakes.mp4](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections



Newtown Public Schools

# Technology Education Gr. 8

Browse Unit Calendars > Newtown Middle School / Grade 8 / F&AA: Technology / Technology Education Gr. 8

## 2 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
What is engineering?	0	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		
Aerodynamics and transportation	0		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		
Electrical Engineering	0			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

◀ Previous Year





# Unit Planner: What is engineering? Technology Education Gr. 8

Friday, February 18, 2022, 8:52AM

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology /  
Technology Education Gr. 8 / Week 1 - Week 4

Last Updated: Friday, February 18, 2022  
by Kevin Eppley

## What is engineering?

Connors, Jenna; Eppley, Kevin

- [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*

1. Tools
2. Precision
3. Accuracy
4. Efficiency
5. Decisions

**Lenses:** Safety, (drill press)

G

#### Generalizations / Enduring Understandings

1. Decision making enables students to understand positive and negative consequences of safety.
2. Preparation improves safety and reduces waste
3. What does it mean to be efficient in school? In construction?

#### Guiding Questions

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

1.
  - a. Why should you work slowly when using power tools (c)
  - b. How far should your fingers stay from the drill press when engaged (F)
  - c. What is the appropriate attire and equipment needed to use power tools in the classroom?(f)
  - d. Is there a time when it's appropriate to ignore the safety protocols? (P)
2.
  - a. Why should you measure before drilling? (c)
  - b. If you do not perform a maintenance check on the drill press what might happen? (C)
  - c. Are machines dangerous if you know how to use them (p)
3.
  - a. Is it ever possible to use all building materials, leaving no waste? (P)
  - b. How can you drill two holes in separate pieces of wood and have them align perfectly (P)
  - c. How do different cultures use tools to safely construct buildings? (P)

#### Standard(s)

Connecticut Core Standards / Content Standards  
[drill standards.docx](#)

#### Critical Content & Skills

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

1. Students will safely use the drill press.
2. Students will minimize waste
3. Students will be able to clean their area when they are finished working.
4. Students will pass a drill press exam

### Core Learning Activities

- Safety demonstration and lab
  
- Safety exam
  
- Clean up demonstration
  
- What is Engineering (Careers)
  
- Hobby Organizer
  
- Class discussion

### Assessments

**Engineers that changed the world**  
**Formative: Group Project**  
[Engineers that changed the world \(1\).docx](#)  
**Hobby Organizer**  
**Formative: Group Project**  
[HobbyOrganizerDesignBrief \(1\).docx](#)  
**Scale Model Project**  
**Summative: Personal Project**  
[2021-2022 Scale Model Assignment .docx](#)  
**Engineers that changed the world**  
**Summative: Group Project**  
 Group Project  
[Engineers that changed the world .docx](#)  
**Drill press safety assessment**  
**Formative: Written Test**  
[drill\\_press\\_safety.png](#)

### Resources

*Professional & Student*  
 drill press  
 practice kits  
 Engineers that changed the world

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

### Interdisciplinary Connections



# Unit Planner: Aerodynamics and transportation Technology Education Gr. 8

Tuesday, February 22, 2022, 10:47AM

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology /  
Technology Education Gr. 8 / Week 5 - Week 8

Last Updated: Tuesday, February 15, 2022 by Kevin Eppley

## Aerodynamics and transportation

Connors, Jenna; Eppley, Kevin

- [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*

#### Concepts / Conceptual Lens

Motion

Newton's laws

Gravity

Inertia

Gyroscopic rotation

Fins

Patterns

G

#### Generalizations / Enduring Understandings

1. The interaction of gravity and inertia allows for the predictable patterns of motion in the universe.
2. Every action has an equal and opposite reaction.
3. Slanted fins allow rockets to achieve gyroscopic rotation.

#### Guiding Questions

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

1.
  - A. How does gravity affect rockets? (F)
  - B. Can rockets fly with no gravity? (C)
  - C. Is a balloon a rocket? (P)
  - D. Who uses rockets? (P)
2.
  - A. What are Newton's Laws of Motion(f)
  - B. What happens when a ball is thrown at the floor? (F)
  - C. Why does this happen? (C)
3.
  - A. What is a gyroscope (F)
  - B. Why do you throw a football with a spiral (c)
  - C. Why does the "bike tire" self- balance when it is spinning (C)

#### Standard(s)

Connecticut Core Standards / Content Standards  
transportation standards.docx

#### Critical Content & Skills

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

1. Students will be able to design, build, test and re-engineer a rocket based on a set of criteria and constraints.

2. Students will identify Newton's Laws of Motion and how they apply to the rocket by drawing a model or using 3D modeling software.
3. Students will launch rockets outside and record data.

### Core Learning Activities

- Gyroscope tire demonstration
- Inertia stick demonstration
- Rocket nose cone and fin build demonstration
- 3d modeling of rocket on computer
- 2d sketch on paper
- Rocket launch
- Rocket redesign
- Reflection

### Assessments

**peer rubric**

**Technology Project**

[peer rubric \(1\).docx](#)

**rocket assessment**

**Summative: Group Project**

[Rocket assesment.pdf](#)

[rocket saftey.pdf](#)

### Resources

*Professional & Student*

Gyroscope tire demonstration

Inertia stick demonstration

3d software

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections

Math

Science



# Unit Planner: Electrical Engineering Technology Education Gr. 8

Tuesday, February 22, 2022, 10:03AM

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology /  
Technology Education Gr. 8 / Week 9 - Week 13

Last Updated: Tuesday, February 15, 2022 by Kevin Eppley

## Electrical Engineering

Connors, Jenna; Eppley, Kevin

- [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*

Concepts/lens: Safety

Electricity  
Electrons  
Insulators  
Circuits  
Wires  
Short circuits  
Magnets  
Conductors

#### G

#### Generalizations / Enduring Understandings

1. Insulators disrupts the flow of electrons
2. Spinning magnets around conductors (wires) creates electricity
3. Short circuits left unprotect can cause injury.

#### Guiding Questions

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

1.
  - A. What is electricity? (F)
  - B. What is an electron (F)
  - C. What are insulators and conductors? (C)
2.
  - A. How do you generate electricity?(c)
  - B. What direction do electrons flow? (f)
  - C. When was the last time electricity did not work? (c)
3.
  - A. What is a short circuit?(F)
  - B. Why is a short circuit dangerous? (P)
  - C. What can we do to protect ourselves from short circuits? (F)
  - D. How much should electricity cost? (P)

#### Standard(s)

*Connecticut Core Standards / Content Standards*  
[electrical standrds.docx](#)

#### Critical Content & Skills

*What students must KNOW and be able to DO*

1. Students will define insulators and conductors based on electricity.
2. Students will identify insulators and conductors around the classroom.
3. Students will create circuits based on their skill level and experience.

4. Students will identify and construct parallel and series circuits by following a procedure.
5. Students will use technology to measure electricity accurately and precisely.
6. Students will share knowledge about innovations in technology as related to electricity.

### Core Learning Activities

- Insulators and conductors testing activity
- Magneto generator
- Snap circuit lessons
- Students will design, build and test electrical circuits based on a set of criteria and constraints.
- Students will design, build, and test, and redesign an Electromagnet and collect data on their results.
- Students will design, build, test and redesign an Electromotor
- Students will design, build, and test a electrical "operation" game
- Students will follow a procedure to complete a series of circuits and record their data

### Assessments

#### Circuit assessment

#### Summative: Technology Project

[Snap circuit assesment 1.pdf](#)

[Electromagnet reflection-assesment.pdf](#)

[insulators and conductors assement 1.pdf](#)

#### electrical assesments

#### Formative: Written Test

[Electricity assesment 1 Bill Nye.pdf](#)

[insulators and conductors assement 1.pdf](#)

### Resources

#### Professional & Student

Insulators and conductors testing activity

Magneto generator

Snap circuit lessons/kits

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections

Math

Science



Newtown Public Schools

# Economics (Pending Approval)

Browse Unit Calendars > Newtown High School / Grade 12 / Social Studies / Economics (Pending Approval)

## 5 Curriculum Developers

Unit:	Lessons	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
Fundamentals of Economics	0	1 2 3 4 5									
Demand	0	1 2 3 4 5	6 7 8 9								
Supply	0		6 7 8 9	10 11 12							
Markets and Market Interference	0			10 11 12	13 14 15 16						
Comparative Economic Systems	0				13 14 15 16	17 18 19 20					
American Business, Finance, and Investment	0					17 18 19 20	21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38

Previous Year



# Unit Planner: Fundamentals of Economics

## Economics

Friday, February 4, 2022, 6:52PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 1 - Week 4

Last Updated: Today by  
Randi Kiely

### Fundamentals of Economics

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [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*

##### **Concepts:**

Decisions/Choices, Scarcity, Trade off, Opportunity Cost, Economic Systems, Efficiency, Growth, Norms, Free Market System, Interdependence, Needs and Wants, Producers, Consumers

##### **Lens:**

Scarcity

#### G

#### Generalizations / Enduring Understandings

1. Scarcity forces people to make decisions.
2. People must make decisions to satisfy their needs and wants.
3. Every decision involves a trade-off and an opportunity cost.
4. The quest for efficiency leads to economic growth.
5. Economic Systems evolve based on societal norms.
6. In a free market system producers and consumers demonstrate interdependence.

#### Guiding Questions

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

1.
  - a. What is scarcity? (F)
  - b. What are the six principles of economic reasoning? (F)
  - c. What is the relationship between scarcity and choices? (F)
  - d. How is scarcity a driving force in society? (C)
2.
  - a. What are the different types of goods (consumer, capital, etc)? (F)
  - b. What are the steps of the decision-making process? (F)
  - c. How do incentives influence decision making? (C)
  - d. In what ways do the basic principles of decision-making stem from the concept of scarcity? (C)
3.
  - a. What are trade off and opportunity cost? (F)
  - b. What is a production possibility frontier? (F)
  - c. How can a production possibility frontier help people/businesses make decisions? (C)
  - d. How do individuals and societies weigh the costs and benefits of decisions? (C)
4.
  - a. What is efficiency? (F)
  - b. What is specialization? (F)



- c. What is productivity? (F)
  - d. What is the difference between comparative and absolute advantage? (F)
  - e. In what ways does efficiency lead to economic growth? (C)
  - f. Why should individuals and societies trade? (C)
- 5.
- a. What are the 3 basic economic questions that all societies must answer? (F)
  - b. What is an economic system? (F)
  - c. Why do societies answer the 3 basic economic questions differently? (C)
  - d. How do societal goals and values impact its economic system? (C)
- 6.
- a. What are the four factors of production? (F)
  - b. What is interdependence? (F)
  - c. What is the circular flow of economics? (F)
  - d. How do businesses and individuals interact? (C)
  - e. How are producers also consumers, and consumers also producers? (C)
- Provocative Questions:**
- 1. Is it possible to have a world without scarcity?
  - 2. Are there any right answers to what a society should prioritize?
  - 3. What is a "good" decision?
  - 4. Is there ever a situation where there really is no choice?
  - 5. Is anything in life free?

**Standard(s)**

*Connecticut Core Standards / Content Standards*

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

**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.

**CT: Social Studies (2015)**

**CT: HS: Civics and Government**

**Dimension 2: Economics**

**Economic Decision-Making**

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**Exchange and Markets**

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

## Critical Content & Skills

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

### Content:

Decisions/Choices, Opportunity Cost, Trade Offs, Economic Systems, Factors of Production, Consumer, Resources, Capital, Entrepreneurship, Productivity, Specialization, Efficiency, Trade, Incentives, Growth, Consequences, Comparative Advantage, Absolute Advantage, Norms, Free Market System, Interdependence, Command System, Traditional System

### Skills:

Students will:

- Develop critical thinking skills and self-direction;
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Read and analyze primary sources, and
- Apply information to issues of national importance and propose a reasoned solution.

## Core Learning Activities

- Students will read and analyze a handout on the 6 Basic Economic Principles.
- Students will participate in a simulation of the Circular Flow of Economic Activity through the Earning a Living Game.
- Students will use the decision-making model, to complete "Cassandra Goes to College," in which they analyze the decisions of an individual person.
- Students will identify the 4 factors of production in action when given a hypothetical good or service.
- Students will draw and explain the circular flow of economic activity.
- Students will interact with a Production Possibilities Curve demonstrating the concepts of scarcity, opportunity cost, and efficiency.

[The Six Basic Principles of Economic Reasoning.doc](#)

[Earning a Living Game.pdf](#)

[PPC Jerry.pdf](#)

[Casandra goes to college.pdf](#)

## Assessments

### Historical/Individual decision making

#### Summative: Other written assessments

- Students will investigate aspects of the introductory economics and apply them to concepts in writing. There are several options:
  - Students will write an analytical essay of either a current or historical event that illustrates scarcity and the economic principles of decision-making. The analysis should show how scarcity caused the situation and weigh the choice made in terms of cost and benefit.
  - Students will make a decision about the next year of their life, i.e., where they will go to college, what they will do for a living. The decision should use all parts of the decision-making process.

### Unit 1 Quiz/Test

#### Written Test

- Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, short answer, and essay questions.

## Resources

### Professional & Student

#### Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

#### Student Resources:

Economics: Principles and Practices, Glencoe

#### Optional Activities:

- Students will analyze, in groups, a famous historical decision/current event decision using the six principles of decision-making.
- Students will participate in a classroom discussion over famous epithets i.e. "the best things in life are free" in order to promote economic thinking.

	<ul style="list-style-type: none"> <li>• Students will examine various economic concepts of scarcity, opportunity cost, trade offs, and resources through reading and discussing "An Economic Problem in Bangladesh."</li> <li>• Students will analyze an island scenario in which they must determine the 3 Basic Economic Questions and the factors of production.</li> <li>• Students will be given various situations where they must make a decision and identify the opportunity cost.</li> <li>• Students will report on the news of the day and make connections to the Economic unit of study.</li> <li>• Students will play the "Resource Scarcity Game" to practice unit one concepts.</li> <li>• Students will read Adam Smith's "Wealth of Nations" excerpt and identify unit one economic concepts within.</li> </ul> <p> <a href="#">Economics in the News.docx</a>  <a href="#">Resource Scarcity Game..pdf</a>  <a href="#">Opportunity Costs.pdf</a>  <a href="#">Wealth Of Nations.pdf</a>  <a href="#">Bangladesh.pdf</a> </p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></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"> <li>• Critical Thinking</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Linking Historical events to 6 Principles of Economics and other Economic concepts.  Production Possibility Curve connects to general math graphing concepts.  General concepts of Government and what role government plays in Economic decision making.</p>



# Unit Planner: Demand Economics

Friday, February 4, 2022, 6:53PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 5 - Week 8

Last Updated: Today by Randi Kiely

## Demand

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [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*

##### Concepts:

Demand, Law of Demand, Demand Determinants, Elasticity, Consumers, Goods, Services, Price

##### Lens:

Consumer

#### G

#### Generalizations / Enduring Understandings

1. Consumers consider their willingness and ability to purchase goods and services based on price.
2. The Law of Demand guides the quantity of goods and services people will purchase.
3. Demand Determinants cause change in quantity demanded at each and every price point.
4. The degree to which goods and services are necessary determines elasticity of demand.

#### Guiding Questions

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

1.
  - a. What is Demand? (F)
  - b. What is a demand schedule and how is one created? (F)
  - c. What is Diminishing Marginal Utility? (F)
  - d. What do consumers consider when they make purchases (income, substitute)? (F)
  - e. How do values impact consumer decisions? (C)
2.
  - a. What is the law of demand? (F)
  - b. How is demand demonstrated graphically? (F)
  - c. Why is price a large consideration for consumers? (C)
3.
  - a. What are demand determinants? (F)
  - b. How are shifts of demand represented graphically? (F)
  - c. How do consumer tastes and preferences, market size, income, the price and availability of substitutes and complements, and expectations about future changes in price and income influence demand? (C)
  - d. What is the difference between a change in demand versus a change in quantity demanded? (C)
4.
  - a. What is elasticity of demand? (F)
  - b. What factors influence demand elasticity? (F)
  - c. What is the relationship between demand elasticity and total revenues for businesses? (F)

- d. How is elasticity of demand measured? (F)  
e. Why is elasticity of demand an important consideration for individuals, producers, and governments? (C)

**Provocative Questions:**

1. Can a consumer ever truly be satisfied?
2. Does the law of demand always hold true?
3. Does the quest for material possession benefit American society?
4. Why must the "buyer beware"?

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Functions**

**Linear, Quadratic, and Exponential Models**

**HSF-LE.A. Construct and compare linear and exponential models and solve problems.**

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

**CT: Social Studies (2015)**

**CT: HS: Civics and Government**

**Dimension 2: Economics**

**Economic Decision-Making**

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

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**Critical Content & Skills**

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

**Content:**

Law of Demand, Demand Curve, Marginal Utility, Elasticity of Demand, Total Revenue Test, Consumers, Producers, Goods, Services, Price, Necessity, Luxury, Demand Determinants, Income, Compliments, Substitutes, Expectations, Consumer Tastes, Market Size, Demand Graph and Graph characteristics

**Skills:**

Students will:

- Develop and use models;
- Analyze and interpret data;
- Read and analyze primary sources;
- Apply knowledge to new problems, and
- Work with others to solve problems.

**Core Learning Activities**

- Students will participate in collecting class-wide data on the demand for movie tickets. Afterwards they will create a demand schedule and plot a demand curve from the data they acquired.
- Students will apply the knowledge of demand determinants to complete a handout in which they must determine the impact of a headline on the demand curve for that product.

- Students will apply their knowledge of demand elasticity to complete a handout in which they determine whether a series of items are elastic or inelastic. They will then discuss the answers with a particular focus on the concept of necessity.

[Elasticity Notes.pdf](#)  
[Demand Elasticity Practice.pdf](#)  
[Demand Schedule.pdf](#)  
[Intro to Demand Curve Shift Handout.pdf](#)  
[Demand Terminator 2 Handout.pdf](#)  
[Demand Determinants activity.docx](#)  
[Total Revenue Test.pdf](#)

### Assessments

#### Demand Unit Quiz/Test

##### Summative: Written Test

- Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

#### Build Your Own Demand Handout

##### Summative: Other written assessments

- Students will choose a product/good or service and create their own graphing handout using a variety of demand determinants to create graphing problems for their chosen product.

### Resources

#### Professional & Student

##### Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

##### Student Resources:

Economics: Principles and Practices, Glencoe

##### Optional Activities:

- Students complete a case study on a product and its demand, in which they effectively create and demonstrate the major concepts of demand, including the demand schedule, demand curve, the law of demand, demand curve shifts, and elasticity of the item. This analysis may include market research, product survey, and statistical data.
- Students should choose various products that they have purchased recently and create a chart in which they identify the product as either elastic or inelastic, they should be able to support their decision.
- Students will practice demand curve shifts using extra headlines.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Watch video "Affluenza" and connect to demand concepts.

[Economics in the News.docx](#)  
[Demand Practice lots.pdf](#)  
[Affluenza](#)  
[Viewing Guide Affluenza.doc](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

### Interdisciplinary Connections

Demand concepts relate to Business and Psychology class in regards to general human behavior rationale.

<ul style="list-style-type: none"><li>• Critical Thinking</li></ul>	
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# Unit Planner: Supply Economics

Tuesday, February 22, 2022, 9:51AM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 8 - Week 11

Last Updated: Friday, February 4, 2022 by Randi Kiely

## Supply

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [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*

#### Concepts:

Law of Supply, Supply Determinants, Elasticity, Producers, Goods, Services, Price, Production, Costs

#### Lens:

Producer

G

#### Generalizations / Enduring Understandings

1. Producers consider their willingness and ability to produce based on price.
2. The Law of Supply guides the quantity of goods and services that will be produced.
3. Supply Determinants cause change in quantity supplied at each and every price point.
4. Elasticity of Supply depends on suppliers' ability to adjust production.
5. Businesses base pricing and production decisions on an evaluation of fixed, variable, and marginal costs.

#### Guiding Questions

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

1.
  - a. What is supply? (F)
  - b. What is a supply schedule and how is one created? (F)
  - c. How are price and production levels related? (C)
2.
  - a. What is the law of supply? (F)
  - b. How is supply demonstrated graphically? (F)
  - c. Why is price a large consideration for producers? (C)
3.
  - a. What are supply determinants? (F)
  - b. How are shifts in supply represented graphically? (F)
  - c. How does a change in the cost of resources, technological advances, productivity, taxes/subsidies, expectations, regulations, number of suppliers, and price of related goods influence supply? (C)
  - d. What is the difference between a change in supply and a change in quantity supplied? (C)
4.
  - a. What is elasticity of supply? (F)
  - b. What factors influence supply elasticity? (F)
  - c. How is elasticity of supply measured? (F)
  - d. Why is supply elasticity an important consideration for individuals, businesses, and governments? (C)
5.
  - a. What are fixed costs? (F)
  - b. What are variable costs? (F)
  - c. What are marginal costs? (F)
  - d. How does considering fixed, variable, and marginal



costs impact pricing and production decisions? (C)

**Provocative Questions:**

1. Is greed good for society?
2. Does the law of supply always hold true?
3. Should producers have a responsibility to society/consumers?
4. Do businesses knowingly put profits ahead of the health and safety of their consumers?

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Functions**

**Linear, Quadratic, and Exponential Models**

**HSF-LE.A. Construct and compare linear and exponential models and solve problems.**

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

**CT: Social Studies (2015)**

**CT: HS: Civics and Government**

**Dimension 2: Economics**

**Economic Decision-Making**

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**Exchange and Markets**

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

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**Critical Content & Skills**

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

**Content:**

Law of Supply, Supply Curve, Elasticity of Supply, Consumers-Producer Interaction, Goods, Services, Price, Necessity, Luxury, Supply Determinants, Cost of Resources, Productivity, Technology, Expectations, Number of Producers, Taxation/Subsidies, Government Regulations, Price of Related Goods, Supply Graphs and Graph characteristics, Marginal Analysis

**Skills:**

Students will:

- Develop and use models;
- Analyze and interpret data;
- Apply knowledge to new problems, and
- Work with others to solve problems.

**Core Learning Activities**

- Students will participate in creating a class wide supply curve for babysitting. Afterwards they will create a supply schedule and plot a supply curve from the data they acquired.
- Students will apply the knowledge of supply determinants to complete a handout in which they must

determine the impact of a headline on the supply curve for that product.

- Students will apply their knowledge of supply elasticity to complete a handout in which they determine whether a series of items are elastic or inelastic in relation to supply.
- Watch Debeers Diamond

[Elasticity of Supply Practice Worksheet.docx](#)

[Supply Determinants Activity Babysitting Hours.docx](#)

[Supply Change Twilight T Shirts.pdf](#)

[Supply Autos.pdf](#)

## Assessments

### Supply Quiz/Test

#### Summative: Written Test

Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

#### Make Your Own Supply Handout

#### Summative: Other written assessments

Students will choose a product/good or service and create their own graphing handout using a variety of supply determinants to create graphing problems for their chosen product.

## Resources

### Professional & Student

#### Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

#### Student Resources:

Economics: Principles and Practices, Glencoe

#### Optional Activities:

- Students will complete a case study on a product and its supply, in which they effectively create and demonstrate the major concepts of supply, including the supply schedule, supply curve, the law of supply, supply curve shifts, and elasticity of the item. This analysis may include market research, product survey, and statistical data.
- Students will simulate a business production scenario in which they "produce" an item under different parameters to determine aspects of efficiency within a production process.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Students will practice additional Supply curve shifts based on the product of Wheat.
- Students will compare and contrast the positives and negatives of providing subsidies to electric car makers.
- Watch Frontline video on the Diamond Industry and connect to both demand and supply concepts

[Economics in the News.docx](#)

[Pro and Con Electric Car Subsidies.pdf](#)

[Supply Changes Wheat Worksheet.pdf](#)

[Frontline Video - Diamond Industry](#)

[Video Diamonds.docx](#)

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

## Interdisciplinary Connections

Supply concepts relate to Business and Psychology classes in regard to general human behavior rationale. Supply concepts and supplier decisions relate to Culinary and Greenery production and sales.

Written Performance

- Critical Thinking



# Unit Planner: Markets and Market Interference Economics

Friday, February 4, 2022, 6:56PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 11 - Week 14

Last Updated: Today by  
Randi Kiely

## Markets and Market Interference

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [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*

##### Concepts:

Shortage, Surplus, Markets, Equilibrium, Price, Supply, Demand, Producers, Consumers, Costs, Benefits, Externalities, Government, Efficiency, Goods and Services, The Price System

##### Lens:

Dependence/Interdependence

#### Generalizations / Enduring Understandings

1. In markets, changes in supply and demand cause temporary shortage and surplus conditions.
2. A shortage prompts prices to rise to equilibrium; a surplus prompts prices to fall to equilibrium.
3. The price system facilitates efficient communication between buyers and sellers with benefits and limitations.
4. Production of goods and services creates external costs and benefits not paid for or enjoyed by the producer.
5. Governments often interfere with the price system to alleviate societal problems.

#### Guiding Questions

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

1.
  - a. What is a shortage? (F)
  - b. What is a surplus? (F)
  - c. Under what circumstances do shortages/surpluses occur? (F)
  - d. How do suppliers and demanders respond to shortages/surpluses? (C)
2.
  - a. What is equilibrium? (F)
  - b. What happens in a market when supply or demand changes? (F)
  - c. How can graphs be used to represent changes in supply or demand? (F)
  - d. Why do prices adjust after a change in supply or demand? (C)
3.
  - a. What is meant by the price system? (F)
  - b. How does the price system help consumers and producers make decisions? (C)
  - c. What are the various benefits and limitations to the price system? (C)
  - d. How does allowing a free market to establish prices facilitate efficiency? (C)
4.
  - a. What is an externality? (F)
  - b. How would correcting for externalities be represented graphically? (F)
  - c. How does the market fail to assign costs to producers where negative externalities occur? (C)

d. How does the market fail to reward the producers where positive externalities occur? (C)

5.

a. What societal problems are associated with allowing markets to distribute goods and services? (F)

b. Under what circumstances has government fixed prices by establishing price floors and ceilings? (F)

c. What is a public good? (F)

d. Why has government deemed it undesirable to allow the market to establish prices for certain goods and services? (C)

e. How can a government correct for the problems associated with fixing prices? (C)

f. How and why does government interfere with markets in relation to "what to produce"? (C)

g. How and why does government interfere with markets in relation to "how to produce"? (C)

h. How and why does government interfere with markets in relation to "for whom to produce"? (C)

i. Why does a government provide public goods? (C)

j. What are the problems associated with providing public goods? (C)

k. How do unions facilitate government intervention in the workplace? (C)

**Provocative Questions:**

1. In which markets should the government interfere?

2. Are markets best at answering the three basic economic questions?

3. Who should pay for a public good?

4. Are price floors or ceilings fair?

5. Can businesses be trusted to police themselves where societal health and safety are concerned?

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Functions**

**Linear, Quadratic, and Exponential Models**

**HSF-LE.A. Construct and compare linear and exponential models and solve problems.**

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

**CT: Social Studies (2015)**

**CT: HS: Civics and Government**

**Dimension 2: Economics**

**Economic Decision-Making**

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**Exchange and Markets**

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

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### Critical Content & Skills

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

**Content:**

Shortage, Surplus, Markets, Equilibrium, Pricing, Supply, Demand, Price Floor, Price Ceiling, Producers, Consumers, Costs, Benefits, Public Good, Monopolies, Externalities, Regulations, Government, Unions, Safety, Human Rights, Environment, Immigration, Health, Taxation, Efficiency, Black Markets, Trade Restrictions, Quotas, Tariffs, Bans, Consumer Protection

**Skills:**

Students will:

- Develop critical thinking skills and self-direction;
- 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, and
- Identify and evaluate different perspectives/points of view.

### Core Learning Activities

- Students will choose a product and create headlines for their product using the determinants of both demand and supply. Using each headline, explain and use graphs to show what the affect on either demand or supply would be.
- Students will apply the knowledge of equilibrium, demand determinants, and supply determinants to complete a handout in which they must determine the impact of a headline on the market for that product.
- Students will complete several handouts involving government interventions: "Big Football U", "Price Floors and Ceilings", "Externalities Worksheet."
- Students will participate in an in-class discussion on the merits and problems from the government interfering in the price system. Price Floors, Ceilings, Public goods, and externalities could all be topics in the conversation.

[Big Football U and Price Floors Ceilings.pdf](#)

[Externalities Worksheet.pdf](#)

[Discussion Questions Min Wage Price Floors Price Ceilings.pdf](#)

[Supply and Demand Interaction Practice.pdf](#)

[Supply and Demand Interaction Scented Candles.pdf](#)

### Assessments

**Market Quiz/Test**

**Summative: Written Test**

Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

**Market Interference Project**

**Summative: Oral Report**

Students will present a major issue in the world today to the class in which markets are being interfered. The emphasis of the issue should be on economic connections with the issue. The students will research the issue and create a presentation (and an essay if they choose).

[Interference Rsch-Lens Project F14.doc](#)

[Gov in Economy Rsch S18.docx](#)

[Gov in Economy Rsch F19 \(HonS18\).docx](#)

### Resources

*Professional & Student*

**Professional Resources:**

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

**Student Resources:**

Economics: Principles and Practices, Glencoe

**Optional Activities:**

	<ul style="list-style-type: none"> <li>• Students will investigate the impact on supply and demand interaction on certain societal issues such as abortion, gas prices, file sharing, gun control, alternative fuels, etc. Students will use graphs in their explanations.</li> <li>• Students will watch "125,000 Dollar Teacher" from 60 Minutes as an introduction to union and public goods.</li> <li>• Students will watch the PBS documentary, "Is Walmart Good for America" and answer discussion questions.</li> <li>• Students will explore the issues of price fixing and bid rigging through a class handout and video on generic drug pricing.</li> <li>• Students will read and discuss the "Sex, Booze, and Drugs" chapter from <i>The Economics of Public Issues</i>. Alternatively, students could select a chapter from this book, read, and discuss in small groups.</li> <li>• Students will read and analyze an excerpt from <i>Super-Freakonomics</i> by Stephen Dubner and Steven Levitt involving externalities.</li> <li>• Students will report on the news of the day and make connections to the Economic unit of study.</li> </ul> <p> <a href="#">Charter Schools 125,000</a>  <a href="#">Economics in the News.docx</a>  <a href="#">PBS Is Walmart Good for America Video</a>  <a href="#">Planet Money Makes a T-Shirt</a>  <a href="#">Price Fixing in Generic Drugs</a>  <a href="#">Superfreakonomics Externalities Reading.pdf</a>  <a href="#">Price Fixing Handout from FTC website.pdf</a>  <a href="#">Sex, Booze, and Drugs reading.pdf</a>  <a href="#">Government Bans Activity.docx</a>  <a href="#">Video Viewing Guide for \$125,000 Teachers.docx</a> </p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Critical Thinking</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Equilibrium concepts relate to Business and Psychology class in regards to general human behavior rationale.</p>



# Unit Planner: Comparative Economic Systems Economics

Friday, February 4, 2022, 6:57PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 14 - Week 17

Last Updated: Today by  
Randi Kiely

## Comparative Economic Systems

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [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*

##### Concepts:

Societies, Scarcity, Resources, Values, Prosperity, Broad Social Goals, Economic Systems, Needs, Wants

##### Lens:

Systems

G

#### Generalizations / Enduring Understandings

1. Societies strive for prosperity.
2. In a world of scarce resources, economic systems are installed to best meet the wants and needs of the people.
3. Economic systems develop based on peoples' values, to meet their needs and wants.
4. Universal or broad social goals can evaluate economic systems.

#### Guiding Questions

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

1.
  - a. How is prosperity measured? (F)
  - b. How does prosperity help society achieve social goals? (C)
  - c. In what ways is the United States prosperous and how did it become so prosperous? (C)
2.
  - a. What is meant by scarce resources? (F)
  - b. How are societies similar and different in terms of their needs and wants? (C)
  - c. How do cultural norms impact peoples' decisions? (C)
  - d. How does geography impact peoples' decisions? (C)
  - e. How does a country's history impact its peoples' decisions? (C)
  - f. How do societies strive to achieve their goals? (C)
3.
  - a. What are the characteristics of the basic economic systems: traditional, command, and market? (F)
  - b. What are the characteristics of three mixed economies: capitalism, authoritarian and democratic socialism? (F)
  - c. How does the United States incorporate elements of all three of the basic economic systems? (F)
  - d. How do each of the basic economic systems answer the questions of "what to produce, how to produce, and for whom to produce?" (C)
  - e. Why are idealistic social goals difficult to realize? (C)
- 4.



- a. What are the seven broad social goals of society? (F)
- b. What statistics are used to measure the achievement of social goals? (F)
- c. How and why do different societies value the broad social goals, differently? (C)
- d. To what extent does the United States achieve the Broad Social Goals that it values? (C)
- e. What are the strengths and weaknesses of each economic system in action, in achieving the broad social goals? (C)

**Provocative Questions:**

- 1. Is one economic system best?
- 2. To what extent does culture predispose nations to prefer certain economic systems?
- 3. Should the failure of Soviet Communism be attributed to inherent economic flaws?

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**CT: Social Studies (2015)**

**CT: HS: Civics and Government**

**Dimension 2: Economics**

**Economic Decision-Making**

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**Exchange and Markets**

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

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**Critical Content & Skills**

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

**Content:**

Scarcity, Social Welfare, Cultural Traditions, Prosperity, Markets, Capitalism, Socialism, Communism, Freedom, Equity, Efficiency, Security, Stability, Growth, Environment

**Skills:**

Students will:

- Communicate their findings in a logical cohesive manner;
- Research and evaluate information, and
- Use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

**Core Learning Activities**

- Teacher will present material in a variety of formats for the various pure economic systems; Traditional, Command, Market
- Teachers will present material in a variety of formats for the various mixed economic systems; Capitalism, Communism, Market Socialism
- Students will read the handout "Broad Social Goals of Society" and prioritize them for various systems.

- Students will read and analyze excerpts from Adam Smith's "Wealth of Nations."
- Students will read and analyze excerpts from the "Communist Manifesto."

How Economic Systems answer the 3 basic economic questions

Wealth of Nations Source.pdf

Communist Manifesto Source.pdf

Broad Social Goals Handout.pdf

Types of Economic Systems Chart.pdf

Features of Socialism, Capitalism, and Communism.pptx

problems w communism.pptx

## Assessments

### Economic Systems Research

#### Summative: Other oral assessments

- Students will research the economy of a society that is predominantly either command or traditional, and judge the degree of their success in meeting their peoples' wants and needs.

Economic Systems Rsch.docx

Research abbreviated S17.docx

### Economic Systems Test/Quiz

#### Summative: Other written assessments

- Students will complete an examination of major unit concepts, by answering objective questions in several formats, including true/ false, multiple choice, matching, and short answer.

## Resources

### Professional & Student

#### Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

#### Student Resources:

Economics: Principles and Practices, Glencoe

#### Optional Activities:

- Students will watch the *Smurfs* movie and compare the elements of the Smurf village to the elements of the Communist system.
- Students will write a short essay on why they are getting an education and participate in a classroom discussion that centers on the principle that economic systems influence incentives and decisions.
- The students will debate on a variety of questions surrounding the U.S. economic system and its effectiveness in regard to the Broad Social Goals, for example "Is U.S. society equitable/ fair?" and "Is the U.S. economically secure?"
- Students will apply the Broad Goals to NHS culture.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Students will read and investigate the historical rise and economic reforms of Muammar Gaddafi in Libya.
- Students will analyze photos from the Soviet Union to determine how they revise history
- Students will read the characteristics of Pure Capitalism in Theory.
- Students will read "Russia Moves Toward Free Enterprise" and discuss the positives and negatives of the way communism operated in Russia.
- Students will compare capitalism to socialism in terms of how and why they decide "what to

	<p>produce, how to produce and for whom to produce."</p> <p><a href="#">Economics in the News.docx</a>  <a href="#">Big Brother's Photoshop.pdf</a>  <a href="#">The Muammar Gaddafi story.docx</a>  <a href="#">Pure Capitalism in Theory.pdf</a>  <a href="#">Goals of a Society Assessing NHS.docx</a>  <a href="#">Russia Reading.pdf</a>  <a href="#">Socialism.pdf</a>  <a href="#">Communism 3 readings.pdf</a></p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><a href="#">Information Literacy</a>  <a href="#">Critical Thinking</a>  <a href="#">Spoken Communication</a>  <a href="#">Written Performance</a></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Western Studies- Development of Communism  Government- Political systems as they relate to the Economic Systems</p>



# Unit Planner: American Business, Finance, and Investment Economics

Friday, February 4, 2022, 6:58PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 18 - Week 20

Last Updated: Today by  
Randi Kiely

## American Business, Finance, and Investment

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [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*

##### **Concepts:**

Entrepreneur, Business, Market structure, Business Organization, Corporation, Financial Capital, Investment, Business Fluctuations, Banking, Fiscal Policy, Monetary Policy, Risk, Reward, Globalization, Government

##### **Lens:**

Competition

G

#### Generalizations / Enduring Understandings

1. Entrepreneurs establish the business organization that best suits their situation.
2. In order to expand, businesses incorporate to access a larger pool of financial capital.
3. The type of market in which a business operates impacts its decisions on pricing and product development.
4. A banking system provides individuals and businesses access to financial capital for investment.
5. Governments employ fiscal and monetary policy to stabilize business fluctuations that occur within a market economy.
6. To improve their financial situation individuals, businesses, and governments consider the risks and rewards of making various investments.
7. As corporations grow in size and influence they expedite globalization.

#### Guiding Questions

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

1.
  - a. What are the characteristics of a sole proprietorship? (F)
  - b. What are the characteristics of a partnership? (F)
  - c. What are the characteristics of a corporation (F)
  - d. What are the characteristics of an LLC? (F)
  - e. What are the advantages and disadvantages of each of the business organizations? (C)
  - f. How do entrepreneurs decide which organization works best in their situation? (C)
2.
  - a. What methods do corporations use to raise capital? (F)
  - b. What are the advantages and disadvantages of seeking financial capital through stocks, bonds, venture capital, and business loans? (C)
  - c. Why is it beneficial for businesses to have a large pool of financial capital? (C)
3.
  - a. What are the characteristics of the four different types of market structures (monopoly, oligopoly, perfect competition, and monopolistic competition)? (F)
  - b. How does the market structure impact the strategies of businesses within those markets? (C)
  - c. What are the benefits and drawbacks of the various market structures for businesses and consumers? (C)
  - d. How and why do governments regulate businesses within certain market structures? (C)

- 4.
- a. What is a bank? (F)
  - b. Why do individuals and businesses borrow from banks? (F)
  - c. What role does the Federal Reserve play in the United States banking system? (F)
  - d. How does a bank act as an intermediary between those who wish to hold money and those who wish to access money? (C)

- 5.
- a. What is fiscal policy? (F)
  - b. What is monetary policy? (F)
  - c. How and why is fiscal policy used to manage the economy? (C)
  - d. How and why is monetary policy used to manage the economy? (C)

- 6.
- a. What are stocks, bonds, options, mutual funds, futures, short selling, commodities, etc? (F)
  - b. How do stock and bond markets operate? (F)
  - c. How and why does the government regulate the stock market and other investing? (F)
  - d. What are the risks and rewards of investing in stocks, bonds, mutual funds, and other financial investments? (C)
  - e. Why do speculative bubbles form in relation to investing? (C)

- 7.
- a. What is a multinational corporation? (F)
  - b. What is globalization? (F)
  - c. What are the pros and cons of globalization? (F)
  - d. How and why do businesses continue to grow through acquisitions and consolidation? (C)
  - e. What are the advantages and disadvantages that arise from the growth of large corporations? (C)
  - f. Why do nations want to restrain but have difficulty restraining large international corporations? (C)
  - g. How and why do large corporations have a global impact? (C)

**Provocative Questions:**

- 1. Should corporations be considered "persons" as in the *Citizens United* case?
- 2. Is it good to regulate corporations?
- 3. Is capitalism good for the poor?

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 11-12

Reading: History/Social Studies

## 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.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

#### Reading: Science & Technical Subjects

#### Craft and Structure

### 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

#### CT: Social Studies (2015)

#### CT: HS: Civics and Government

#### Dimension 2: Civics

#### Processes, Rules, and Laws

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

#### Dimension 2: Economics

#### Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

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## Critical Content & Skills

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

#### Content:

Exchange, Business, Market structure, Business Structure, Monopoly, Corporation, Money, Financial Capital, Stock Market, Commodities, Currency, Investment, Stock Indices, Business Fluctuations, Federal Reserve, Bear vs. Bear Market, Insider Trading, Banking, Fiscal Policy, Spending, Taxation, Options, Futures, Short selling, Liability, Monetary Policy, Risk

#### Skills:

Students will:

- Develop critical thinking skills and self-direction;
- Read and analyze primary sources;
- Evaluate data;
- Distinguish relevant from irrelevant information, and
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources.

## Core Learning Activities


- Teacher will present material in a variety of formats for the different forms of business structure; Sole Proprietorship, Partnership, LLC, and Corporation.
- Teacher will present material in a variety of formats for the different forms of market structure; Perfect competition, Monopolistic Competition, Oligopoly, Monopoly.
- Students read and analyze stock news.

- Students evaluate a stock, where each student researches then shares information about a corporation listed in the N.Y.S.E., explaining whether the company currently is a good investment.

[Stock Scavenger Hunt.docx](#)

[example of market structure diagram](#)

[example of a business structure chart](#)

 [Initial Investment Worksheet](#)

## Assessments

### Stock Market Game

#### Summative: Exhibition

- Students will play the "Stock Market Game," where they purchase an imaginary stock portfolio. The students will continuously evaluate their portfolio, and other stocks that they may or may not purchase. The final results will be graded by the "Stock Market Game Rubric."

### Unit Test

#### Summative: Written Test

- Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

## Resources

### *Professional & Student*

#### **Professional Resources:**

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

#### **Student Resources:**

Economics: Principles and Practices, Glencoe

#### **Optional Activities:**

- Students complete "What Business Form Would You Recommend Sweet Opportunities?" in which they read a scenario for a beginning business and evaluate each business's alternatives.
- Students play the online game "Lemonade Tycoon," where students will create an imaginary business, making all the decisions of business ownership
- Students will participate in the Wheat Market activity in which the market is affected by both buyers and sellers who try to manipulate the market to their own advantage. (Materials with other Economics Teachers).
- Students will select from a variety of topics that deal with economic vocabulary that students might encounter in the news, ie the dollar, fiscal policy, monetary policy, national debt, etc.
- Students will watch the movie Tommy Boy and analyze it in relation to business structure and market structure.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Students will read and analyze the historical development of Anti-Trust legislation in the United States.
- Students will draw a corporation and then read about the history of Corporate Personhood.
- Students will watch the PBS documentary, "Is Walmart Good for America" and answer discussion questions.

[Economics in the News.docx](#)

[Description of the Wheat Market Game](#)

[Tommy Boy.docx](#)

[Corporate Personhood.pdf](#)

	<a href="#">Sweet Opportunities Business Scenarios.pdf</a> <a href="#">Fiscal vs Monetary Policy Quick Handout.pdf</a> <a href="#">Anti-Trust Timeline and Resource.pdf</a> <a href="#">Economic Terms in Real Life Presentation.docx</a> <a href="#">PBS Is Walmart Good for America Video</a> <a href="#">Walmart Video Viewing Guide 2020.docx</a>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></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"> <li>• Critical Thinking</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Connects to Business in regards to the Stock Market and Banking, Connects to Government in regards to government action towards Monopoly as well as Fiscal and Monetary Policy</p> <p>Government - Judicial Branch</p>







# Unit Planner: An Introduction to World Religions

## World Religions

Thursday, February 3, 2022, 2:01PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions  
(Pending Approval) / Week 1 - Week 2

Last Updated: Monday, April 5, 2021  
by Amy Deeb

### An Introduction to World Religions

Deeb, Amy; Dieter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth;  
Parvis, Martha

- [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*

**Concepts:** stereotypes, religion, culture, identity, perspective, bias, tolerance, respect

**Lens:** Origins

G

#### Generalizations / Enduring Understandings

1. Individuals' exposure to religion can enrich their lives and contribute to their culture and identity.
2. Religious stereotypes affect people's perceptions of others and create bias and intolerance.
3. Knowledge engenders respect and tolerance.

#### Guiding Questions

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

1.
  - a. Do people find expressions of religion in towns/cities, the media, sports and the arts? (F)
  - b. How does exposure to religion contribute to culture and identity? (C)
2.
  - a. What is a stereotype? (F)
  - b. How do stereotypes affect people's perceptions of others? (C)
  - b. Why do stereotypes not function as accurate representations of whole groups? (C)
  - c. What is the danger of stereotyping individuals or groups? (C)
3.
  - a. What are the key concepts and attitudes necessary to incorporate when studying about religion in a public school? (F)
  - b. What are the Constitutional issues and legal questions to consider when there are practices involving religion and public schools? (F)
  - c. How does knowledge about religion create respect and tolerance for others? (C)
  - d. How does religion unite/divide humans? (C)

**Provocative Questions:** Should religion and politics be separate? (P)

Standard(s)

**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.

**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.

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**Critical Content & Skills**

*What students must KNOW and be able to DO*

**Content:**

objectivity, distinguishing between the ideal and the reality, tolerance and respect, constitutional issues of the First Amendment, First Amendment, Three-Part Lemon Test, *Schempp vs. Abington*, *Lee vs. Weisman*, maps, stereotypes

**Skills**

Students will:

- Brainstorm about bias and stereotypes;
- Analyze stereotypes and research their origins;
- Identify and evaluate different perspectives/points of view;
- Use geographic tools and technologies to pose and answer questions about spatial distributions;
- Identify and evaluate different perspectives/points of view;
- Analyze primary sources to draw conclusions, and
- Read and analyze historical events for bias, point-of-view, and context, and apply findings to relevant topics.

**Core Learning Activities**

**Core learning activities:**

Students will analyze and interpret the 3 part Lemon Test. Students will then read and analyze various historical violations of constitutionality in our country and how these cases did not pass the Lemon Test. For example:

*Schempp vs. Abington*, *Lee vs. Weisman*

[Schempp v Abington Court case](#)

[Lee v Weisman Court case](#)

[Lemon v Kurtzman Court case](#)

[Court Cases.pdf](#)

[Constitutional or not.pdf](#)

**Assessments**

**The Good News Club Essay**

**Formative: Expository Essay**

Students will take a position to agree or disagree with the Supreme Court's decision to allow the Good News Club to meet in a local elementary school. They will

**Resources**

*Professional & Student*

**Student Resources:**

- Religious symbols/meanings
- Student selected/generated Current events

<p>write a persuasive essay to their local newspaper supporting their position.</p> <p><b>Stereotype group project</b>  <b>Formative: Group Project</b></p> <p>Students in groups will brainstorm the origins of stereotypes for a certain religion. Each group will be assigned one of the 5 major religions we are studying in the course. After research, students will explain the origins of the stereotypes and try to debunk these in a classroom presentation.</p> <p><a href="#">Stereotypes.pdf</a>  <a href="#">good news.pdf</a></p>	<ul style="list-style-type: none"> <li>• Unit vocabulary</li> </ul> <p><b>Optional Activities:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm religious expressions- in groups students will list various examples of religious expression within society</li> <li>• During class discussions students will identify examples of reasons to study religion in a public school classroom.</li> <li>• Complete geographic maps of location/population of the 5 major religions</li> <li>• Students will brainstorm stereotypes of the 5 major religions we will be studying and then debunk these.</li> </ul> <p><a href="#">Religions Map.pdf</a>  <a href="#">Vocab Unit 1.pdf</a>  <a href="#">Symbols.pdf</a></p>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><a href="#">Information Literacy</a>  <a href="#">Critical Thinking</a>  <a href="#">Spoken Communication</a>  <a href="#">Written Performance</a></p> <ul style="list-style-type: none"> <li>• Written Performance</li> </ul> <p><a href="#">Stereotypes rubric.pdf</a>  <a href="#">Written Performance.pdf</a></p>	<p><b>Interdisciplinary Connections</b>  Government-Judicial Branch</p>



# Unit Planner: Judaism

## World Religions

Thursday, February 3, 2022, 2:03PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions  
(Pending Approval) / Week 3 - Week 6

Last Updated: Monday, April 5, 2021  
by Amy Deeb

### Judaism

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [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*

**Concepts:** beliefs and values, religion, history, continuity and change, conflict and compromise, sacred literature, sacred places, sacred times, rituals, faith

**Lens:** Identity

G

#### Generalizations / Enduring Understandings

1. The continuity and change of history shapes people's religious views and influences their way of life.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of religious people.
3. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
4. Conflict and compromise within a group develop a variety of beliefs and practices.

#### Guiding Questions

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

1.
  - a. What threats existed to the survival of the Jews and in what ways did they overcome these? (F)
  - b. What ideas did leaders introduce that shaped and refined the beliefs of the Jews? (F)
  - c. How is a group's survival dependent on the development of their identity and traditions? (C)
2.
  - a. What is the importance of the Torah in the Jewish community? (F)
  - b. How does the organization of the Torah and Talmud help Jews understand and practice their faith? (F)
  - c. How do the synagogue and the home help Jews maintain their faith? (F)
  - d. What is the role of the Promised Land in Jerusalem in the faith of the Jews? (F)
  - e. Why do religious groups have sacred texts and why are they a central focus? (C)
3.
  - a. What are the traditions observed during Jewish holy days? (F)
  - b. Why do Jews maintain a sacred calendar? (F)
  - c. How do life-cycle rituals help the Jews maintain their identity? (C)
4.
  - a. What are the three branches of Judaism? (F)
  - b. What are the similarities and differences among the three branches of Judaism? (F)
  - b. How do various branches within religious groups cause conflict and develop pride/identity? (C)

**Provocative Question:**

a. In what ways has the persecution of the Jews affected their identity? (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**

**Craft and Structure**

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**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.

**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.

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**Critical Content & Skills**

*What students must KNOW and be able to DO*

**Content:**

monotheism, ethical world view, Abraham, covenant, The Promised Land, Moses, Exodus, David, Solomon, Babylonian Exile, diaspora, Theodor Herzl, Zionist movement, The Holocaust, The Torah, The Talmud, Solomon's Temple, synagogues, Israel, The Sabbath, Rosh Hashana, Yom Kippur, Sukkot, Hanukkah, Purim, Passover, Shavuot, circumcision, bar/bat mitzvah, wedding, death, Orthodox Judaism, Conservative Judaism, Reform Judaism, anti-semitism, Midrash, Mezuzah, Tefillin, Issac, Tallit, 613 Laws, Shofar, Canaan, Kosher

**Skills**

Students will :

- Recognize what makes a religious group unique to others;
- Analyze various traditions and norms of religious groups;
- Identify and evaluate different perspectives/points of view within a religion;
- Investigate, critique, and present findings on religious holidays/customary days;
- Identify and evaluate different perspectives/points of view;
- Detect bias in visual and/or print materials;
- Evaluate the validity of information and/or positions in oral, print, visual, and other resource materials, and
- Evaluate and interpret sacred texts.

**Core Learning Activities**

- Jewish historical timeline- Students will take important dates in Jewish history and create a chronological timeline with art to visualize the complex history of this religion.

- Students will investigate and draw conclusions on each of the 3 main branches within Judaism.

[Branches of Judaism.pdf](#)  
[Judaism Timeline.pdf](#)

### Assessments

#### End of Unit Quiz/Test

#### Summative: Written Test

End of unit test may require a response to the provocative question.

#### Jewish Holidays

#### Formative: Group Project

In groups students research information about Jewish holidays and present their findings to the class.

[Judaism Quiz.pdf](#)  
[Judaism project.pdf](#)

### Resources

*Professional & Student*

#### Professional Resources:

- **Basic tenets of the Jewish Faith**

#### Student Resources:

- **Unit vocab sheet**
- **Marriage and death customs of the Jewish faith**
- **History of Judaism**

#### Optional Activities:

- Religions of the world video with video sheet
- Investigate Palestinian/ Israeli relations in the current day
- Analyze Hasidim and separate fact from fiction

[History of Judaism.pdf](#)  
[Death and Mourning.pdf](#)  
[Marriage Customs.pdf](#)  
[Judiasm Basics.pdf](#)  
[Unit 2 vocab.pdf](#)  
[Religions of the World Video Sheet.pdf](#)  
[Zionism and Palestinian relations.pdf](#)  
[Hasidism](#)

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

- Written Performance

[Judaism Project Rubric.pdf](#)

### Interdisciplinary Connections

Western Studies- Holocaust

Middle Eastern Studies- Zionism/ creation of the state of Israel



# Unit Planner: Christianity World Religions

Thursday, February 3, 2022, 2:04PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions  
(Pending Approval) / Week 7 - Week 9

Last Updated: Monday, April 5, 2021  
by Amy Deeb

## Christianity

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth;  
Parvis, Martha

- [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*

**Concepts:** beliefs and values, religion, history, continuity and change, conflict and compromise, religious rituals, faith, sacred literature, sacred places, sacred times, rituals

**Lens:** Identity

G

#### Generalizations / Enduring Understandings

1. The continuity and change of history shapes people's religious views and influences their way of life.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
3. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
4. Conflict and compromise within a group develops a variety of beliefs and practices.
5. Historical events that affect the public's view of a religion can impact the practice of the faith and the religion's identity.

#### Guiding Questions

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

1.
  - a. How did the life and teachings of Jesus form the foundation of the new religion of Christianity? (F)
  - b. How did Christianity impact the Middle Ages? (F)
  - c. How did the Renaissance encourage changes in people's views of Christianity? (F)
  - d. What ideas justify the teachings of Christianity? (C)
  - e. In what ways does history shape people's religious views and way of life? (C)
2.
  - a. How is the Christian Bible organized? (F)
  - b. How does the Bible guide Christians to an understanding of their faith? (F)
  - c. How does the architecture of churches and cathedrals reflect the beliefs of Christians? (C)
  - d. What does it mean to be Christian? (C)
3.
  - a. What do Christian holidays commemorate and how are they observed? (F)
  - b. What are the life-cycle rituals associated with Christianity and how do they help Christians maintain their identity? (F)
  - c. How do rituals unify people and reinforce their beliefs and values? (C)
4.
  - a. What are the similarities and differences among the three branches of Christianity? (F)
  - b. What are the stereotypes and misconceptions associated with denominations that took root in America in the beginning of the 18th century? (F)



c. How does Christianity continue to exist and thrive among the conflicts that arise between sects? (C)  
d. What type of compromise has to be made to allow the different beliefs within Christianity? (C)

5.  
a. What are the events and practices that strengthen Christianity? (F)  
b. What are the events and practices that cloud the understanding of the faith and its identity? (F)  
c. How does history affect people's view of Christianity?(C)

**Provocative Questions:**

Why/How does Christianity survive? (P)  
Can people be good Christians without reading the Bible? (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.

**Craft and Structure**

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**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.

**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.

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**Critical Content & Skills**

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

**Content:**

Jesus, nativity, disciples, Sermon on the Mount, crucifixion, resurrection, Pentecost, Paul, Edict of Milan, Schism of 1054, the Reformation, Christian Bible, houses of worship, Christian holidays, sacraments, rites of passage, Orthodox, Roman Catholic, Protestant, Pharisees, miracles, Roman occupation, Constantine, Apostles, Crusades, New Testament, redemption, Good Friday, Easter, Christmas, Holy Thursday, Lent, Palm Sunday, Ash Wednesday

**Skills**

Students will:

- Analyze the teachings of Jesus;
- Draw and analyze Christian architecture;
- Analyze religious symbolism;
- Research primary and secondary texts, and
- Assess the validity of researched information.

### Core Learning Activities

- Students will analyze the teachings of Jesus found in the Sermon on the Mount and identify children's stories/movies that illustrate these Christian values.
- Based on video visuals of the insides of various churches, students will distinguish major differences between branches.

[Sermon on the Mount](#)

[Sermon on the Mount](#)

[Catholic church](#)

[Congregational Church](#)

[Orthodox Church](#)

[Lutheran Church](#)

[Mega Church](#)

[Anglican Church](#)

### Assessments

#### Christian Groups- Research

##### Formative: Other written assessments

Students will research information about eight Christian groups to analyze the effect on the followers' lifestyles and dispel stereotypes associated with each group. The eight groups are Christian Science, The Church of Latter Day Saints, Jehovah's Witness, the Amish, Mennonites, Pentecostal, Quaker, and Evangelicals.

##### End of Unit Test

##### Summative: Written Test

End-of-unit test will require a response to the provocative question.

[Christianity Project.pdf](#)

### Resources

*Professional & Student*

#### Professional Resources:

- **Biography of Jesus**
- **Basic Beliefs of Christians**

#### Student Resources:

- **Christianity in the Roman Empire and how the acceptance changed the world**
- **3 main branches of Christianity**
- **The origins of Christianity and how they played out after the death of Jesus**
- **Unit 3 vocab**
- **Analyze parables of Jesus**

#### Optional Activities:

- **The conversion of Constantine the Great: political or religious?**
- **The geographic spread of Christianity**

[Christinity in Rome.pdf](#)

[Branches Of Christianity.pdf](#)

[Biography of Jesus.pdf](#)

[Constantine's Conversion.pdf](#)

[Branches](#)

[Basic beliefs.pdf](#)

[Christian beliefs.pdf](#)

[Origins of Christianity.pdf](#)

[Unit 3 vocab.pdf](#)

	<u>geographic spread</u> <u>Good Samaritan parable</u> <u>Prodigal Son parable</u> <u>Parable of the Lost Sheep</u>
<b>Student Learning Expectation &amp; 21st Century Skills</b> <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Written Performance</li> </ul> <u>Christianity Project Rubric.pdf</u>	<b>Interdisciplinary Connections</b> Philosophy Western Studies-Roman Catholicism



# Unit Planner: Islam World Religions

Thursday, February 3, 2022, 2:05PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions  
(Pending Approval) / Week 10 - Week 12

Last Updated: Monday, April 5, 2021 by Amy Deeb

## Islam

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [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*

**Concepts:** beliefs and values, religion, faith, history, conflict and compromise, sacred literature, sacred places, sacred times, rituals

**Lens:** Identity

G

#### Generalizations / Enduring Understandings

1. Religions provide a guide to living which help the followers maintain their identity.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
3. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
4. Conflict and compromise within a group develops a variety of beliefs and practices.
5. Historical events that affect the public's view of a religion may impact the practice of the faith and the religion's identity.

#### Guiding Questions

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

1.
  - a. How did the life of Mohammed and the revelations he received form the foundation of the new religion of Islam? (F)
  - b. What are the Five Pillars? (F)
  - c. How do the Five Pillars encourage unity among Muslims? (F)
  - d. How does the concept of Jihad influence the behavior of Muslims? (F)
  - e. How does Sharia law impact Muslims? (F)
  - f. How effective are the Five Pillars in guiding the Muslim people and establishing their identity? (C)
  - g. In what ways does this history affect how Muslims live their lives? (C)
2.
  - a. What are the *Quran* and *The Hadith*? (F)
  - b. How are the *Quran* and *The Hadith* organized? (F)
  - c. How do the *Quran* and *The Hadith* provide a foundation for the Muslim identity? (F)
  - d. Why are Mecca, Medina and Jerusalem important to understanding the foundation of the Islamic faith? (F)
  - e. How does the architecture of a mosque support the elements of worship found in Islam? (C)
  - f. How are the Kaaba, Prophet's Mosque and Dome of the Rock central to an understanding of the beliefs and values of Islam? (C)
  - g. In what ways do these sacred texts and places contribute to the development of the Islamic beliefs and values? (C)
3.
  - a. How does the lunar calendar impact the observance

of sacred times? (F)  
 b. How do Ramadan, The Hajj, Eid al-Fitr and Eid al-Adha promote individual discipline and unity? (F)  
 c. How do life-cycle rituals reinforce the beliefs and values of the faith? (C)

4.  
 a. What are the similarities and differences between Shi'ites and Sunnis? (F)  
 b. What role does culture play in the different practices of Islam? (C)

5.  
 a. What are the events and practices that strengthen Islam? (F)  
 b. What aspects of Islam make it unique among faiths of Abraham ? (F)  
 c. What are the events and practices that make adherence to the faith challenging? (C)

**Provocative Questions:**  
 Why can't the Shi'ite and Sunni practice their religion peacefully? (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.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Craft and Structure**

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**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.

## Critical Content & Skills

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

### Content:

Mohammed, Mecca, revelations, Hegira, Medina, Jerusalem, Five Pillars, jihad, Shariah, Quran, Hadith, mosques, Kaaba, Prophet's Mosques, Dome of the Rock, Ramadan, the Hajj, Sunnis, Shia, Sufi, Allah, Bedouin, Hafiz, Halal, Imam, Muezzin, Eid al Fitr, Gabriel, Ismael, Wudu

### Skills

The student will:

- Explain challenges in following the faith;
- Read and analyze primary sources, and
- Compare and contrast aspects of Islam with aspects of Christianity and Judaism.

## Core Learning Activities

- Students will explain the challenges Muslims in America have when following the Five Pillars.
- In groups, students will read selected surahs from the Quran citing evidence indicating their origin in Mecca or Medina.
- Identify similarities to Jerusalem and Christianity.

Five Pillars of Islam

Surahs from the Quran

## Assessments

### Muslims in the World

#### Summative: Written Report

Students will research Muslims in a country outside the United States. Students will analyze the opportunities and challenges Muslims face in that country and write a magazine story.

#### End of Unit Test

#### Summative: Written Test

End of unit test may require a response to the provocative question.

## Resources

*Professional & Student*

### Professional Resources:

### Student Resources:

### Optional Activities:

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Written Performance

## Interdisciplinary Connections

Asian Studies



# Unit Planner: Hinduism

## World Religions

Thursday, February 3, 2022, 2:07PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions  
(Pending Approval) / Week 13 - Week 15

Last Updated: Monday, April 5, 2021 by Amy Deeb

### Hinduism

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [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*

**Concepts:** beliefs and values, religion, guide to living, history, faith, sacred literature, places and times, rituals, ultimate goal

**Lens:** Identity

G

#### Generalizations / Enduring Understandings

1. People adhere to a variety of individual religious beliefs and practices which take them on different paths to the ultimate goal.
2. Religions provide a guide to living which help the followers maintain their identity.
3. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
4. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
5. Historical events that affect the public's view of a religion can impact the practice of the faith and the religion's identity.

#### Guiding Questions

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

1.
  - a. What is the ultimate goal for Hindus and how is it described? (F)
  - b. What is the role of gods in the beliefs and practices of Hindus? (F)
  - c. How can Hinduism be monotheistic and polytheistic? (F)
  - d. What are the characteristics of three paths to nirvana? (F)
  - e. Why might Hindus believe in the axiom of 'one truth, many paths'? (C)
2.
  - a. Why do Hindus respect all living things? (F)
  - b. What is non-attachment? (F)
  - c. Why do Hindus value lives of non-attachment? (C)
  - d. How does the caste system affect the lives of some Hindus? (F)
  - e. What are the four stages of life and the expectations in each one? (F)
  - f. How might rites of passage and ritual activities reinforce Hindu beliefs and identity? (C)
3.
  - a. How does Hinduism's sacred literature explain its beliefs and values? (F)
  - b. What is the significance of the Ganges River and Varanasi? (F)
  - c. How do Hindu temples differ from Western houses of worship? (F)
  - d. How do Hindus use household shrines in the practice

- of their faith? (F)
- e. In what ways does Hindu scripture shape the practices and mentality of a Hindu? (C)
- f. To what extent does geography play a role in the spiritual life of a Hindu? (C)
- 4.
- a. What are the holidays observed by many Hindus and how are they celebrated? (F)
- b. What are the life-cycle rituals associated with Hinduism? (F)
- c. How do rituals strengthen Hinduism's identity? (C)
- 5.
- a. What are the events and practices that strengthen Hinduism? (F)
- b. What are the events and practices that have clouded the understanding of Hinduism? (F)
- c. How does history affect people's view of Hinduism in the modern world? (C)
- Provocative Questions:**
- a. Which elements of Hinduism have allowed it to endure its longevity in the modern world? (P)
- b. Must all practitioners be polytheistic in order to be called Hindu? (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

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### 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.9-10.2b. 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.

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## Critical Content & Skills

*What students must KNOW and be able to DO*

### Content:

nirvana, Brahman, atman, moksha, reincarnation, polytheism, the Tri-Murti, path of works, path of knowledge, path of devotion, ahimsa, caste system, four stages of life, the *Vedas*, the *Upanishads*, the *Ramayana*, the *Bhagavad-Gita*, sacred places, Holi, Diwali, birth customs, the sacred thread ceremony, weddings, death customs, Samsara, Maya, Avatar, Dharma, Karma, Puja, Ganges, Guru, Yoga, Murti, Mandir, Mantra



**Skills:**

The student will:

- Recognize what makes Hinduism unique to the world's great faiths;
- Analyze various traditions and norms;
- Identify and evaluate different perspectives/points of view on paths to Nirvana;
- Investigate, critique, and present findings on Hindu deities;
- Analyze how the world's oldest religion has evolved to remain relevant in modern times;
- Evaluate and interpret sacred texts;
- Connect the ancient teachings of yoga to the lifestyle and outlook of modern Hindus

**Core Learning Activities**

- Students will read about paths to nirvana, illustrate one path and present it to the class.
- Students will perform a skit based on the *Ramayana* and analyze the lessons of the story.
- Students will read about Hindu weddings and create a guide for non-Hindu guests.

**Upload resources and documents**

[Introduction to Ramayana](#)

**Assessments****Hindu Deities****Summative: Visual Arts Project**

Students will research stories associated with a Hindu god or goddess and create a booklet or poster which explains the role of this god or goddess in Hinduism's identity.

**End of Unit Test****Summative: Written Test**

Students will respond to the provocative question.

[Hindu Deity Project.docx](#)

[Hinduism Introduction.doc](#)

[Hindu Caste System .doc](#)

[Hindu and Sanskrit Vocabulary .docx](#)

**Resources**

*Professional & Student*

**Professional:**

- *Many peoples, Many Faiths* by Robert Ellwood and Barbara McGraw;
- *Bhagavad Gita* translated by Stephen Mitchell;
- *Religions of the World* by Huston Smith, and
- *Autobiography of a Yogi* by Paramahansa Yogananda

**Student:**

- *Religions of the World*, by Huston Smith
- Passages from the *Bhagavad Gita* translated by Stephen Mitchell

**Optional Activities:****Student Learning Expectation & 21st Century Skills**

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Critical Thinking
- Written Performance

**Interdisciplinary Connections**

Asian Studies



# Unit Planner: Buddhism

## World Religions

Thursday, February 3, 2022, 2:08PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions  
(Pending Approval) / Week 16 - Week 18

Last Updated: Monday, April 5, 2021 by Amy Deeb

### Buddhism

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [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*

**Concepts:** beliefs and values, religion, tradition, culture, religious rituals, goals, faith, practices, sacred literature, sacred texts

**Lens:** Identity

G

#### Generalizations / Enduring Understandings

1. Influential people and religious practices can provide experiences that shape the religious views of a people and impact their way of life.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
3. Religious rituals reinforce communal and personal values drawing believers closer to their ultimate goal.
4. The culture and traditions of a religious people develops their beliefs and values and reinforces their identity.
5. Amidst broad common understandings, a variety of beliefs and practices may develop within the religion.

#### Guiding Questions

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

1.
  - a. How did the life and teachings of Siddhartha Gautama form the foundation of Buddhism? (C)
  - b. What are the similarities and differences in the beliefs of Hinduism and Buddhism? (F)
  - c. In what ways could Buddhism be considered an evolution of Hinduism? (C)
  - d. In what ways is the life and teachings of the Buddha in relation to Hinduism similar to the life and teachings of Jesus in relation to Judaism? (C)
2.
  - a. How is the *Tripitaka* organized? (F)
  - b. How does the *Tripitaka* help Buddhists understand the expectations of their faith? (F)
  - c. How do Buddhist temples and shrines enhance the worship experiences of a Buddhist? (C)
3.
  - a. What is karma? (F)
  - b. What are acts of merit a Buddhist can perform to gain good karma? (F)
  - c. What are the roles of meditation and prayer in Buddhism? (F)
  - d. How do meditation and prayer enhance the Buddhist experience and bring believers closer to their ultimate goal? (C)
  - e. How do rites of passage strengthen Buddhist identity? (C)
  - f. How is the Buddha's birth remembered? (F)

4.
  - a. What are the differences between Theravada and Mahayana Buddhism? (F)
  - b. What is the emphasis of Zen Buddhism and how is it practiced? (F)
  - c. What is the appeal of Pure Land Buddhism? (F)
  - d. How is Tibetan Buddhism practiced? (F)
  - e. How have the differences of each branch molded the history of Buddhism? (C)

5.
  - a. What are the events and practices that strengthen the practice of Buddhism? (F)
  - b. What are the events and practices that cloud the understanding of the faith and its identity? (F)
  - c. To what extent does the Buddhist identity depend on its flexibility to complement regional customs? (C)

**Provocative Questions:**

- a. Is Buddhism a philosophy or religion? (P)
- b. Which religion, Hinduism or Buddhism, offers a more direct path to nirvana? (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.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**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.

**Reading: Science & Technical Subjects**

**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.**

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**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.**

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or 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.

**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.

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**Critical Content & Skills**

*What students must KNOW and be able to DO*

**Content:**

Siddhartha Gautama--the Buddha, the four sights, the Night of Great Renunciation, the Deer Park, the Middle Way, the Four Noble Truths, the Eightfold Path, the ten precepts, the *Tripitaka*, temples, shrines, stupas, pagodas, wats, acts of merit, worship practices, initiation into the monastic community, Buddhist festivals, Theravada Buddhism, Mahayana Buddhism, bodhisattvas, Zen Buddhism, Pure Land Buddhism, Tibetan Buddhism, the Dalai Lama, 3 Jewels, Asoka, Mandir, Mantra, Sangha, Mara, Sutra

**Skills**

Students will:

- Identify and analyze relevant source material for their work;
- Analyze and create illustrations showing understanding;
- Compare and contrast the tenets of different religions and/or branches, and
- Critique common understandings of religion

**Core Learning Activities**

- In groups students will create illustrations for each step of the Eight Fold Path, exchange sets of pictures and put them in the correct sequence.
- Students will connect the precepts of Buddhism to its precursor of Hinduism, and analyze how it is similar to Christianity coming from Judaism.
- Students will differentiate between the various branches of Buddhism, comparing their teachings and rituals.
- Students will critique the assertion that Buddhism can be considered a philosophy and not just a religion, analyzing what makes it unique from other religions

The Eight Fold Path

**Assessments**

**Hinduism/Buddhism**

**Summative: Narrative Writing Assignment**

Based upon their understanding of Buddhist concepts students will compare and contrast these with the beliefs, practices and values of Hindus.

**Buddhist Culture Project**

**Formative: Group Project**

Students will investigate and present various aspects of Buddhist Culture to present to the class. Topics include diet, architecture, monastic life, pilgrimage, Buddhist texts, major branches, realms of rebirth, and prayer wheels/ prayer beads.

[Buddha Questions.docx](#)

[The Origins of Buddhism.docx](#)

**Resources**

*Professional & Student*

**Professional Resources:**

- *Many Peoples, Many Faiths* by Robert Ellwood and Barbara McGraw;
- *Religions of the World* by Huston Smith;
- *In the Buddha's Words: a Translation of the Pali Canon* by Bhikkhu Bodhi
- *What the Buddha Taught* by Walpola Rahula
- Writings from the Dalai Lama, and
- Thich Nhat Hanh

**Student Resources:**

	<ul style="list-style-type: none"> <li>• <i>Passages from the Tripataka</i></li> <li>• <i>Passages from What the Buddha Taught</i></li> <li>• <i>Many Peoples, Many Faiths</i> by Robert Ellwood and Barbara McGraw;</li> <li>• <i>Religions of the World</i> by Huston Smith;</li> <li>• BBC Documentary <i>Life of the Buddha</i></li> </ul> <p><b>Optional Activities:</b></p>
<p>Student Learning Expectation &amp; 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"> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Asian Studies-Buddhism in politics, Issues in Tibet</p>

**NEWTOWN PUBLIC SCHOOLS  
BUSINESS OFFICE  
MEMORANDUM**

**DATE:** March 10, 2022  
**TO:** Board of Education  
**FROM:** Tanja Vadas, Director of Business & Finance  
**SUBJECT:** Transportation Bid

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On December 20, 2021 the Request for Proposal (RFP) was published for a new 5-year transportation contract. On January 21, 2022 bids for this contract were submitted. There was one (1) bid submitted. Below are the percentage increase for five years with the associated contractual costs.

<b>Company</b>	<b>Address</b>	<b>Cost Year 1</b>	<b>Cost Year 2</b>	<b>Cost Year 3</b>	<b>Cost Year 4</b>	<b>Cost Year 5</b>
All-Star Transportation LLC	146 Huntingdon Ave. Waterbury CT 06708	\$3,842,384 8.85%	\$3,995,628 3.99%	\$4,148,872 3.84%	\$4,319,042 4.10%	\$4,487,756 3.91%

The RFP was advertised in The Newtown Bee on December 17<sup>th</sup>, 2021 and on the Town website, December 20<sup>th</sup>, 2021. In addition, the RFP was sent directly to transportation providers who are known to service districts in CT.

Questions regarding the contract were submitted from vendors by January 12, 2022 and responses were published and sent back to vendors on January 14, 2022. First Student, Durham School Services, and Sunrise Transportation Co. submitted questions. Durham School Services responded with an e-mail declining to partake in the bid.

Review and analysis of this bid submission has been completed by the Business Office and the bid proposal is deemed to be accurate and submitted in good faith.

**NEWTOWN PUBLIC SCHOOLS  
STRATEGIC PLAN  
2016 - 2021**



Submitted by  
Jean M. Evans Davila, Assistant Superintendent  
August 16, 2016

Approved by Newtown Board of Education  
September 6, 2016

## Acknowledgements

Newtown Public Schools wishes to thank the members of the Long-term Planning Committee for their dedication and participation in conducting a protocol-based review of the 2012 Strategic Plan, gathering information from stakeholders in the district and the community, and drafting the Strategic Plan for 2016 - 2021 in alignment with the district's vision for providing the best opportunities for students to become well-educated graduates of Newtown Public Schools.

Long-term Planning Committee Facilitator: Jean M. Evans Davila, Assistant Superintendent		
Phil Bierle	Reed Intermediate School	Band Teacher Aspiring Administrator
Melissa Beylouni	Head O' Meadow Elementary School	Parent PTA President
Laura Brennan	Hawley Elementary School and Reed Intermediate School	Parent
Carol Danenberg	Head O' Meadow Elementary School	Lead Teacher
Jean Evans Davila	Central Office	Assistant Superintendent
Mike Jones	Newtown Middle School	Language Arts Teacher Aspiring Administrator
Dana Manning	Newtown High School	Assistant Principal
Tim Napolitano	Sandy Hook Elementary School	Assistant Principal
Keri Snowden	Hawley Elementary School	Lead Teacher
John Sullivan	Middle Gate Elementary School	Lead Teacher



**NEWTOWN PUBLIC SCHOOLS  
2016 – 2021 STRATEGIC PLAN**

**Mission**

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by

- High expectations
- Quality instruction
- Continuous improvement
- Civic responsibility

**Beliefs**

**We believe that. . .**

- Each individual is unique and has value.
- Everyone can and will learn well.
- It takes effort and persistence to achieve one's full potential.
- High expectations inspire higher levels of performance.
- Honesty, integrity, respect, and open communication build trust.
- Quality education expands the opportunities for individuals and is vital to the success of the entire community.
- Educating children is a shared responsibility of the entire community.
- Family is a critical influence in each individual's development.
- Understanding all forms of diversity is essential for sustaining a democratic society.
- All individuals are responsible for their behavior and choices.
- Educated and involved citizens are essential for sustaining a democratic society.
- Everyone has the responsibility to contribute to the greater good of the community.
- Continuous improvement requires the courage to change.

**Objective I:** Each student will develop and consistently demonstrate college, career, and global readiness skills in

- problem-solving,
- critical and creative thinking,
- collaboration, and
- written and verbal communication.

**Strategy 1:** We will develop and implement a rigorous academic curriculum and ensure that all staff use effective instructional tools, best practices, assessment data and intervention resources to improve academic standing and inspire students to excel.

**K-12 Action Plan:**

1. Foster the skills and knowledge to ensure students develop agile and innovative thinking to generate solutions and respond to authentic global situations and challenges.
2. Provide a broader and more comprehensive range of academic, technical, visual and performing arts opportunities to encourage, excite and ignite student achievement.
3. Utilize collaboration, differentiated instruction, and personalized learning as fundamental means of providing appropriate extensions, interventions, and enrichment for students.
4. Provide ongoing opportunities for teacher collaboration in which assessment data and the review of student work informs instruction.
5. Ensure vertical alignment within K-12 concept-based curriculum and horizontal consistency of instructional practices in all disciplines.
6. Use the Scientific Research-based Intervention (SRBI) model to monitor intervention effectiveness and improve student performance over time.
7. Establish a network of academic, business, and community professionals to develop students' skills required for success in school, work, and life.

**Strategy 2:** Expand the multiple pathways that afford opportunities for personalized learning.

**K-12 Action Plan:**

1. Strengthen and expand district science, technology, engineering, and mathematics offerings.
2. Continue to build a cohesive K-8 World Languages program that prepares students for success in language learning opportunities at the high school level.
3. Expand opportunities for experiential learning, such as internships and community service.
4. Establish external partnerships with organizations to provide further content enrichment opportunities for students and staff.

**Objective II:** Each student will develop and demonstrate necessary character attributes for personal well-being and to become contributing members of the local and global communities. These attributes include

- social emotional wellness,
- positive behaviors,
- respect for diversity, and
- responsible digital citizenship.

**Strategy:** We will develop and implement a rigorous social curriculum and ensure that all staff use effective instructional tools, best practices, assessment data and intervention resources to promote and model social emotional wellness and positive behaviors

**K-12 Action Plan:**

1. Develop a consistent plan for implementation of existing social-emotional curriculum and resource to leverage effectiveness.
2. Raise awareness and improve accountability for social emotional wellness practices at every level including a structure to identify and support students.
3. Utilize school-wide resources and staff to promote positive behaviors at every level.
4. Ensure vertical alignment and horizontal consistency of the behavioral practices developed by the District Safe Schools Climate Committee.
5. Use the Scientific Research-based Intervention (SRBI) model to monitor the effectiveness of social-emotional interventions and the improvement of student behaviors over time.
6. Promote an appreciation of diverse cultures, people, and perspectives.
7. Provide tools and resources to ensure responsible digital citizenship within the school community.

**Objective III:** Each student will set and achieve personally challenging goals and demonstrate their learning through multiple modes in addition to formative and summative assessments of learning.

**Strategy:** We will provide students with the opportunity to be co-collaborators in their learning through means that include

- personalized goal setting,
- collaborative partnerships,
- conferencing,
- multiple modes to demonstrate success, and
- celebrations of student learning.

**K-12 Action Plan:**

1. Continue to support school counselors in the implementation and development of Student Success Plans (SSP) in grades 5-12.
2. Begin a process to identify specific elements of SSPs that are developmentally appropriate for students in grades K-4 (i.e., goal-setting) and create a model that reviews and celebrates student accomplishments.
3. Provide opportunities for students to demonstrate learning through multiple modes that encourage students to develop and capitalize on their talents and interests.

## Personnel - Certified/Non-Certified

### Equal Employment Opportunity (Affirmative Action)

The Board of Education (Board) will provide equal employment opportunities for all persons without regard to race, color, religion, age, marital status, national origin, alienage, ancestry, sex, sexual orientation, disability, pregnancy, genetic information, veteran status, or gender identity or expression. ~~The Board directs the administration to set as a goal the recruitment, selection, and employment of qualified people among racial and ethnic minority groups.~~

The Board requests an annual report from the Superintendent of Schools concerning the extent to which the abovementioned affirmative action program goals are being achieved.

No advertisement of employment opportunities may by intent or design restrict employment based upon discrimination as defined by law.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities

4a-60a Contracts of the state and political subdivisions, oer than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

10153 Discrimination on account of marital status.

46a60 Discriminatory employment practices prohibited.

46a-81a Discrimination on the basis of sexual orientation

Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

## **Personnel - Certified/Non-Certified**

### **Plan for Minority Recruitment and Selection**

The Board of Education (Board) believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion, and directs the Superintendent to enact a planning process that supports efforts to encourage, recruit, employ, and retain a qualified diverse staff.

In compliance with all applicable State statutes pertaining to a written plan for racially and ethnically diverse staff recruitment and retention, the District will:

1. Inform all recruiting sources of the Board's non-discrimination policy.
2. Develop contacts with community organizations and educational institutions, to publicize job openings within the school district and to solicit referrals of racially and ethnically diverse candidates.
3. Maintain or expand as appropriate the help-wanted advertising to include print and/or broadcast media that is targeted to diverse applicants.
4. Utilize the Connecticut Regional Education Service Centers (RESCs) and Connecticut Regional Educational Application Placement (CT REAP) websites to publicize available positions within the District.
5. Participate in local job fairs, including those that are sponsored by community organizations that embrace and celebrate diversity.
6. Annually review and report to the Board the plan and the efforts to employ and retain a qualified, racially and ethnically diverse staff.

(cf. 4111/4211 - Recruitment and Selection)

(cf. 4111.1/4211.1 - Equal Opportunity Employment: Affirmative Action)

Legal Reference:        Connecticut General Statutes  
                                 4a-60 Nondiscrimination and affirmative action provisions in contracts of  
                                 the state and political subdivisions rather than municipalities  
                                 4a-60a Contracts of the state and political subdivisions, other than  
                                 municipalities, to contain provisions re nondiscrimination on the basis of  
                                 sexual orientation  
                                 10-153 Discrimination on account of marital status  
                                 46a-60 Discriminatory employment practices prohibited  
                                 46a-81a Discrimination on the basis of sexual orientation  
                                 Title VII, Civil Rights Act U.S.C. 2000e, et. seq.  
                                 PA 16-41 An Act Concerning the Recommendations of the Minority  
                                 Teacher Recruitment Task Force  
                                 PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention  
                                 PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention

## **Personnel - Certified/Non-Certified**

### **Required COVID-19 Vaccinations**

The Newtown Board of Education (the “Board”) recognizes the importance of protecting the health and safety of students, staff and the community during the COVID-19 pandemic. Therefore, in accordance with the Governor’s Executive Order, the Board authorizes the administration to develop a regulation concerning vaccination against COVID-19.

Legal Reference	Connecticut General Statutes 10-145 Certificate necessary to employment. Forfeiture for noncompliance. Substitute teachers. Governor’s Executive Order No. 13G, September 10, 2021 Governor’s Executive Order No. 14, September 28, 2021 Governor’s Executive Order No. 14a, September 30, 2021
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Policy adopted: January, 18, 2022

## **Personnel - Certified/Non-Certified**

### **Required COVID-19 Vaccinations**

#### **Definitions**

For purposes of this policy, the following definitions shall apply:

**“Fully vaccinated”** means at least 14 days have elapsed since a person has received the final dose of a vaccine approved for use against COVID-19 by the U.S. Food and Drug Administration, or as otherwise defined by the Centers for Disease Control.

**“Contract Worker”** means any person who provides service to the Board requiring such person to make regular and frequent visits to district schools or to have regular or frequent contact with students or staff, but who is not employed by the Board, excluding any person who visits a Board school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

**“Covered Worker”** refers to all employees, both full and part-time, contract workers, contractors, providers, assistants, substitutes, and other individuals working in a district school including individuals providing operational or custodial services or administrative support or any person whose job duties require them to make regular or frequent visits to any district schools or to have regular or frequent contact with students or staff.

Covered Worker does not include a contractor or employee of an outside vendor who visits a district school only to provide one-time or limited-duration repairs, services, or construction, or a volunteer.

**“Contractor”** refers to any person or business entity, including a vendor of support services or subcontractor, that provides the personnel who function as contract workers, or covered workers for the Board.

#### **COVID-19 Vaccination Requirements**

Vaccines shall be required as provided below.



## **Personnel - Certified/Non-Certified**

### **Required COVID-19 Vaccinations**

#### **COVID-19 Vaccination Requirements** (continued)

**On and after September 27, 2021**, the Board shall not employ, or maintain a contract for the provision of in-person services of, any covered worker or an entity that employs a covered worker, unless such covered worker:

1. is fully vaccinated against COVID-19,
2. has received the first dose and has either received a second dose or has an appointment for the second dose in a two-dose series vaccination, such as Pfizer or Moderna vaccines, or has received a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine, or
3. is exempt from this requirement because a physician, physician's assistant, or advanced practice registered nurse determined that the administration of COVID-19 vaccine is likely to be detrimental to the covered worker's health, or the individual objects to vaccination on the basis of a sincerely held religious or spiritual belief, and the covered worker is able to perform their essential job functions with a reasonable accommodation that is not an undue burden on the school board or child care facility; provided that any school board or childcare facility employee claiming such exemption shall apply for an exemption due to medical conditions or sincerely held religious or spiritual beliefs.

Each request for an exemption will be considered on an individualized, case by case basis. Employees who have applied for an exemption must provide appropriate supporting documentation upon request.

4. A covered worker who is hired before September 27, 2021 may, as an alternative to vaccination, and regardless of whether such worker has a medical or religious exemption, comply with the testing requirements contained within this policy.
5. The Board will not employ, or contract for the provision of services from, any covered worker or entity that employs a covered worker subject to the conditions above and is not exempt who has received the first dose of a two-dose series vaccination but fails to receive the second dose on the appropriate date as recommended by CDC or at the scheduled appointment without good cause.

#### **Vaccination Verification and Testing for Covered Workers**

The school board shall authenticate, or where applicable require that the contractor providing the services of a covered worker authenticate, the vaccination status of covered workers, maintain documentation of vaccination or exemption of such covered workers and report compliance with this order, in a form and manner directed by the Department of Public Health.

Beginning September 27, 2021, covered workers who have not demonstrated proof of full vaccination are required to submit to COVID-19 testing one time per week on an ongoing basis until fully vaccinated. Adequate proof of the test results on a weekly basis shall be presented to the Board in a form prescribed by the Board.

## Personnel - Certified/Non-Certified

### Required COVID-19 Vaccinations (continued)

#### Vaccination Verification and Testing for Volunteers

While we appreciate and recognize community members who want to volunteer in our schools, we also want to keep our staff and students safe. As of January 15, we will be asking volunteers to present proof of COVID-19 vaccination OR a negative COVID test result within the previous 72 hours of the time a volunteer will be working in the school. If a volunteer will be present in the school beyond one week (5 school days) from the date of the negative test, he or she would be asked to test again for each subsequent week.

#### Acceptable Proof of Vaccination

Covered workers may demonstrate proof of vaccination by providing one of the following:

1. A valid CDC COVID-19 Vaccination Record Card or photo of the Vaccination Record Card;
2. Documentation from a health care provider or electronic health care records;
3. A certificate from the Vaccine Administration Management System (VAMS), if the individual received vaccination through the VAMS system; or
4. A copy of the individual's official immunization record from the Connecticut Immunization Information System, CT WiZ.

Covered workers must also complete and sign a Declaration Attesting to the Authenticity of an Individual's COVID-19 Vaccination Record, provided by the Board. Proof of vaccination will not be deemed valid unless accompanied by the individual's signed declaration. The District reserves the right to authenticate a Vaccination Record Card in a manner consistent with any binding standards issues by the Commissioner of Public Health for such authentication.

Personal attestation will not be accepted as an acceptable form of proof of a COVID-19 vaccination. (*The Commissioner of Public Health may promulgate binding standards for authentication of a Vaccination Record Card.*)

**All proof of vaccination must contain the name and date of birth of the individual, the manufacturer of the COVID-19 vaccine that was administered, and the date(s) on which the vaccine was administered.** Employees must not include any additional medical or genetic information with proof of vaccination.

#### Violations and Enforcement

Any covered worker who fails to comply with this policy shall not be allowed on the premises of the school board until the individual provides adequate proof of compliance or without prior written authorization of the school board.

## **Personnel - Certified/Non-Certified**

### **Required COVID-19 Vaccinations (continued)**

The school board recognizes that it will be in violation of this policy, based on the Governor's Executive Order, when it permits a covered worker who has not complied with this policy to be in a pre-K through grade 12 school, to make regular or frequent visits to any such school facility, or to have regular or frequent contact with children in child care, students, or staff.

The school board also commits a violation if it fails to authenticate the vaccination status of a covered worker or contract worker, maintain documentation of vaccination, testing, or allowable exemptions as required.

The Board recognizes that if the State Department of Education (SDE) determines that the Board is not in compliance with the requirements of this policy, the SDE may require Board to forfeit a portion of the total sum which is paid to the school board from the State Treasury in an amount to be determined by the Commissioner of Education, which amount shall be not less than one thousand dollars nor more than ten thousand dollars.

Any forfeited amount shall be withheld from a grant payment, as determined by the Commissioner, during the fiscal year following the fiscal year in which noncompliance is determined. (The Commissioner of Education may waive such forfeiture if the Commissioner determines that the failure of a school board to comply with such a provision was due to circumstances beyond its control.)

### **Policy Duration**

This policy shall remain in effect through February 15, 2022 unless earlier modified or terminated by the Board.

**Please Note: These minutes are pending Board approval.**  
**Board of Education**  
**Newtown, Connecticut**

Minutes of the Board of Education meeting held on March 1, 2022 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
R. Harriman (absent)	8 Staff
D. Cruson	30 Public
J. Kuzma	1 Press
J. Larkin (absent)	
C. Savo	
M. Irvine	

Ms. Zukowski called the meeting to order at 7:00 p.m. Dr. Rodrigue joined virtually.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue noted two instances of acts of kindness from students at Newtown High School which makes us proud to have such amazing students with great compassion for others.

Dr. Longobucco was there to share these stories for Marc Marauth, Cameron Whorf and Aidan Waaler.

Dr. Longobucco stated that wrestler Marc Maurath graciously allowed a Masuk High School wrestler with special needs to pin him and showed the ultimate display of sportsmanship by losing a match but making the night for a Masuk wrestler.

The second highlight is for Cameron Whorf and Aidan Waaler who, for their capstone project, were co-captains of a Ragnar relay team with 12 runners to raise money to benefit the charity Dylan's Wings for Change in the name of Dylan Hockley and raised approximately \$7,000.

Below are the links for the videos.

Marc Maurath: <https://www.facebook.com/todd.piccuillo/videos/248611220759311>

Aidan Waaler & Cameron Whorf: <https://www.youtube.com/watch?v=sllw4RyWwIQ>

Item 3 – Consent Agenda

MOTION: Mrs. Kuzma moved that the Board of Education approve the consent agenda which includes the donation to Hawley School and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation (none)

Item 5 – Reports

Chair Report: Ms. Zukowski spoke about the Hawley HVAC bids which are being reviewed this week. Our budget was modified by the Board of Finance and they recommended that capital expenses for technology and facilities be moved from the operational plan to the capital non-recurring fund. With this change, the current estimate for the entire budget's impact on the grand list is about 0.44%.

Superintendent's Report: Dr. Rodrigue recognized the Board members for Board of Education Appreciation Month and thanked them for their volunteer service to the students, staff, and members of the community. She reported on our move to optional masks in the schools and

noted that the first day 15% to 20% of staff and students continued to mask. She thanked staff and parents for reviewing the talking points with their children and students. Regarding the certified staffing report, we have one retirement and two additional resignations.

#### Committee Reports:

Mr. Cruson reported that the Policy Committee met last Wednesday. The policies for second read were discussed. At the next meeting they will review the Covid policy and mask policy we suspended.

#### Student Representatives:

Ms. Savo reported that the Police Department started the student policy academy. Congratulations went to the Winterguard for their first place win in Milford.

Mr. Irvine said that Blue and Gold Day was successful. The Unified Basketball Tournament was held along with varsity wrestling taking third place. The play "Footloose" will be presented starting March 17.

#### Item 6 – Presentations

##### SAIL Program:

Deborah Petersen, Paula Grayson, Maureen Hall and Dr. Longobucco spoke about the SAIL Program in the middle and high schools. It started with five students and now has 17 but have serviced up to 30 students. The program changes year to year.

Mrs. Kuzma asked if they saw any increase in students due to the pandemic  
Mrs. Hall said we had an increase and a struggle to have students return to school.

Dr. Longobucco noted that many who moved from other districts have gone into the SAIL Program. Every student has been affected by Covid. We have larger numbers in grade nine and ten than in eleven and twelve.

##### World Religions Curriculum:

Amy Deeb, Social Studies Department Chair introduced Ryan Eberts who spoke about this curriculum.

Mrs. Kuzma asked the average number of students taking this course.  
Mrs. Deeb said there are 100 to 125 sophomores taking this course.

##### Economics Curriculum:

Randi Kiely spoke about this curriculum. She teaches this course along with Dave Foss and Bob Pattison.

Mr. Ramsey asked if this information can be shared through other subjects.

Mrs. Deeb said that as seniors there is a connection in their government classes and they are intertwined. Most seniors take economics, government and psychology and they go hand in hand.

#### Item 7 – Old Business

##### Action on Policies:

MOTION: Mrs. Kuzma moved that the Board of Education approve the English II Curriculum.  
Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mrs. Kuzma moved that the Board of Education approve the Composition Through Contemporary Issues Curriculum. Mr. Cruson seconded. Motion passes unanimously.

## Policies:

MOTION: Mrs. Kuzma moved that the Board of Education approve Policy 4000 Concepts and Roles in Personnel. Mr. Vouros seconded. Motion passes unanimously.

MOTION: Mrs. Kuzma moved that the Board of Education approve Policy 4100 Certified Personnel. Mr. Vouros seconded. Motion passes unanimously.

MOTION: Mrs. Kuzma moved that the Board of Education approve Policy 4112.5/4212.5 Employment and Student Teacher Checks. Mr. Ramsey seconded. Motion passes unanimously.

Item 8 – New Business

## 2022-2023 School Calendar:

Ms. Zukowski said the question is whether December 14 would be closed, or have no closure on December 14 with a closure on September 23 for staff development, or be closed December 14 with an early dismissal on September 23 for staff development.

Mr. Cruson feels the new superintendent will choose to close and feels the Board should make that decision now to close on December 14.

Mr. Ramsey concurred and feels it would be more productive to have a full day devoted to professional development.

Mr. Vouros agreed and asked to hear from Dr. Rodrigue.

Dr. Rodrigue noted a difference in the PD day also. The first one is Election Day. The April professional development was too late in the year so we moved it to September. This year we closed December 14 and there was a sense of calm. A few years back we had to evacuate Sandy Hook School and it was stressful. This is only a one year calendar. Next year is the tenth year anniversary and the memorial will be completed. Teachers want to be together on that date. We would rather have the students at home and teachers have a full professional development day.

Mr. Cruson liked the idea and if students are off on the 14<sup>th</sup> he encouraged that it be a kindness day which families can control and give them a chance to give back and find their own way to acknowledge the day to have some importance for them.

MOTION: Mrs. Kuzma moved that the Board of Education approve the 2022-2023 School Calendar with schools closed for students December 14 with staff development for teachers and an early dismissal for students with staff development for teachers on September 23. Mr. Cruson seconded. Motion passes unanimously.

## Minutes February 11, 2022:

MOTION: Mrs. Kuzma moved that the Board of Education approve the minutes of February 11, 2022. Mr. Cruson seconded. Motion passes unanimously.

## Minutes of February 15, 2022:

MOTION: Mrs. Kuzma moved that the Board of Education approve the minutes of February 15, 2022. Mr. Cruson seconded.

Ms. Zukowski moved to amend the entry for Gaylyn Ruvère at the bottom of page one from “supported removing masks in schools for everyone” to “supported keeping masks in school for everyone.” Mr. Cruson seconded. Vote: 4 ayes, 1 abstained (Mr. Vouros) Motion passes. Vote on minutes: 4 ayes, 1 abstained (Mr. Vouros) Motion passes.

Item 9 – Public Participation

Lillian Padilla, 32 Glen Road, grade 8 student, thanked the Board for the work they do and that people elected are making sure students get what they need to succeed.

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

Item 10 – Adjournment

The meeting adjourned at 8:48 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary