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

Minutes of the Board of Education meeting held on March 15, 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)	5 Staff
D. Cruson	15 Public
J. Kuzma	1 Press
J. Larkin	
C. Savo	
M. Irvine	

Ms. Zukowski called the meeting to order at 7:01 p.m.
Mr. Vouros joined virtually.
Item 1 – Pledge of Allegiance
Item 2 – Consent Agenda
MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the two donations to Newtown High School and the correspondence report.
Mrs. Kuzma seconded. Motion passes unanimously.

Item 3 – Public Participation
Item 4 – Reports
Chair Report: Ms. Zukowski reported that one of the bids for the Hawley HVAC pulled out so a new bid process was needed and new bids are expected soon. The Legislative Council will hold a public hearing for the Town and Board of Education budgets tomorrow night. The high school musical Footloose opens on Thursday.

Superintendent's Report: Dr. Rodrigue continues meetings with parents on the budget. Members of PEAC put together a budget brochure which was shared in her newsletter. On March 23 the high school will have an earl dismissal schedule to allow juniors to take the SAT. She shared updates on the state blueprint to transform education which Fran Rabinowitz spoke about at a Board meeting.

Committee Reports:
Mr. Vouros spoke about the Curriculum and Instruction Committee meeting March 8 where Mrs. Uberti presented the para professional development plan. Iready reports were sent to parents which found there is some learning loss due to the pandemic. Austin Cirella and Kevin Epply will present two curriculums tonight.

Mr. Ramsey reported on the Communications Sub-committee March 14 meeting. They are using the Smores program for the new format and continue to highlight district happenings. This time it will be centered on the budget highlights.

Mr. Cruson reported the Policy Committee met last Wednesday and discussed the retaliation and whistle blowing policy as well as three policies from Covid-19. They are continuing to discuss the facemask and remote learning and distance education policies. The Diversity, Equity and Inclusion Sub-committee met, reviewed our current charge and created a charge for the new committee. They will meet quarterly or as needed.

Mrs. Kuzma said the Social Emotional Health and Wellness Committee met March 4, welcomed Anne Dalton, and discussed making sure she can ensure the resources available are what we need. We will also reach out to groups in the town. Dr. Rodrigue mentioned the drug and alcohol prevention council was resuming.

Mrs. Larkin said the CFF Committee met last Thursday. She mentioned items in the financial report. We are projecting a higher year-end balance mainly due to positions. They also discussed other purchased services, out-of-district transportation increases, and out-of-district tuition. Mr. Tait introduced an inventory management system. Bob Gerbert will be the liaison for large improvement projects.

Student Reports:
Ms. Savo reported that Junior Prom tickets are on sale and congratulated the Winterguard for their recent win. The Annual Day of Silence is April 8.
Mr. Irvine noted that Footloose tickets were on sale. Unified Basketball had their tournament last Thursday. He highlighted the various results for the winter sports teams.

Financial Report:
MOTION: Mr. Cruson moved that the Board of Education approve the financial report for the month ending February 28, 2022. Mr. Ramsey seconded.
Mrs. Vadas presented an overview of the report.
Motion passes unanimously.

Item 5 – Presentations
Capstone Projects:
Dr. Longobucco reported this was the second year of full implementation of the Capstone projects. These are student driven passion projects and receive one credit which is a mastery based assessment. It is a semester long class in their senior year with a pass or fail grade. Three senior spoke about their projects. Connor Faxon created a YouTube channel where he taught guitar lessons. Christina Savo created a self-sustaining Italian Club and a step-by-step guide to forming a club. Katherine Sargent created medical kits for the marching band and band director.

Computer Integration Curriculum Grade 7 and 8:
Austin Cirella presented this curriculum.
Technology Education Curriculum Grade 7 and 8:
Kevin Epply presented this curriculum.

Item 6 – Old Business
Economics Curriculum:
MOTION: Mr. Cruson moved to approve the Economics Curriculum. Mrs. Kuzma seconded
Motion passes unanimously.

World Religions Curriculum:
MOTION: Mr. Cruson move that the Board of Education approve the World Religions Curriculum. Mrs. Kuzma seconded. Motion passes unanimously.

Item 7 – New Business
Transportation Bid:
Dr. Rodrigue reported that she and Mrs. Vadas spoke to our attorney and vendor and wanted to have enough time to review the bid and discuss it in executive session inviting other Town

board members before awarding the bid. An attorney will be present. We want to strengthen areas in the RFP because we have had multiple issues with transportation with lots of concerns including bus driver shortages. This meeting would occur sometime next week. The vendor knows we are pausing right now. Mrs. Vadas said they have extended the RFP to our April 5 meeting.

Extending the Strategic Plan:
MOTION: Mr. Cruson moved that the Board of Education extend the current Strategic Plan.
Mr. Ramsey seconded.
Ms. Zukowski noted the plan was revised in 2016 and felt with a new superintendent starting that we extend the plan through 2023 so that person has time to better understand our students and community.

MOTION Ms. Zukowski moved to amend the motion extend the plan through 2023.
Mrs. Larkin seconded.
Vote on amendment: Passes unanimously.
Vote on motion: Passes unanimously.

First Read of Policies:
Mr. Cruson spoke about the policies.
Policy 4111.1/42111.1 Equal Employment Opportunity (Affirmative Action) is mandated by state and federal law.

Policy 4111.3/4211.3 Plan for Minority Recruitment and Selection is brand new and outlines the Board's commitment to recruit a more diverse staff.
Mr. Johnson stated this was really important work and feels the policy is clear, succinct and concise.
Ms. Zukowski felt that increasing the diversity our teachers will only enrich the school system and this was a good step forward.

Policy 4118.239/4218.239 Required COVID-19 Vaccinations is to be rescinded.
Mr. Cruson said the mandates have lapsed and we decided there was no reason to keep this policy on the books.

Minutes of March 1, 2022:
MOTION: Mr. Cruson moved that the Board of Education approve the minutes of March 1, 2022. Mr. Ramsey seconded. Vote: 5 ayes, 1 abstained (Mrs. Larkin) Motion passes.

Item 8 – Public Participation
Jennifer Padilla, 32 Glen Road, spoke about the DEI position and DEI subcommittee. We are heading in a positive direction. There is no greater gift than equity and inclusion.
MOTION: Mr. Cruson moved to adjourn. Mrs. Kuzma seconded. Motion passes unanimously.
Item 9 – Adjournment
The meeting adjourned at 9:04 p.m.

Respectfully submitted:

_____
Donald Ramsey
Secretary

March 11, 2022

TO: Dr. Rodrigue

FROM: Kim Longobucco

Please accept the donation of $7,500 from Ingersoll Auto of Danbury. This is a very generous gift to the Newtown High School Drama program. Newtown High School students will certainly benefit from this donation.

Thank you.

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

DearMs.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

Correspondence Report
03/01/2022 – 03/14/2022

Date	Name	Subject
03/01/2022	Bobbie Jo Pellicone	Thank you
03/01/2022	Donald Ramsey	Correspondence Reports from 1/18/2022 through 2/28/2022
03/02/2022	Mailloux-Petersen	Re: Special Ed Self Study
03/02/2022	Liza Leuallen	High School Drug Epidemic
03/03/2022	Deborra Zukowski	Fwd: Webinar: Let's Keep it Civil: How to Lead Public Meetings in Contentious Times
03/03/2022	Stamm, Staci	Footloose the Musical – Presented by NHS Drama
03/04/2022	Kate	Subcommittee Question
03/04/2022	Janet Kuzma	Tuesday's Agenda
03/06/2022	Moretti, Christopher	Hawley Kindness
03/06/2022	Lorrie Rodrique	Visual and Performing Arts Events
03/06/2022	Deborra Zukowski	March 6, 2022 Week in Review
03/07/2022	Hiscavich, Mich...	NHS Musical
03/07/2022	Hiscavich, Miche...	Draft – Updated District Performance Calendar 2021-23
03/09/2022	Mary Grasso' via Ne...	School busses
03/11/2022	Kathy June	BOE Mailing – March 15, 2022
03/11/2022	Kathy June	Budget Summary Detail
03/11/2022	Kiley Gottschalk	BOF 3-14-22 Agenda
03/13/2022	Lorrie Rodrigue	Sunday Highlights
03/13/2022	Deborra Zukowski	March 13, 2022 Week in Preview

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 1st, 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 1st 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
	GENERAL FUND BUDGET							
100	SALARIES	$ 52,183,415	$ 29,499,419	$ 21,450,793	$ 1,233,204	$ 950,307	$ 282,897	99.46%
200	EMPLOYEE BENEFITS	$ 11,665,232	$ 8,669,718	$ 2,203,820	$ 791,694	$ 816,745	$ (25,052)	100.21%
300	PROFESSIONAL SERVICES	$ 687,417	$ 265,191	$ 61,308	$ 360,918	$ 363,106	$ (2,188)	100.32%
400	PURCHASED PROPERTY SERV.	$ 1,847,678	$ 1,034,611	$ 316,892	$ 496,175	$ 500,608	$ (4,433)	100.24%
500	OTHER PURCHASED SERVICES	$ 9,429,686	$ 6,197,491	$ 3,778,097	$ (545,902)	$ (421,629)	$ (124,273)	101.32%
600	SUPPLIES	$ 3,381,039	$ 1,875,321	$ 175,108	$ 1,330,610	$ 1,313,550	$ 17,060	99.50%
700	PROPERTY	$ 329,112	$ 62,994	$ 140,486	$ 125,632	$ 137,514	$ (11,882)	103.61%
800	MISCELLANEOUS	$ 74,119	$ 54,130	$ 466	$ 19,523	$ 19,523	$ -	100.00%
910	SPECIAL ED CONTINGENCY	$ 100,000	$ -	$ -	$ 100,000	$ -	$ 100,000	0.00%
	TOTAL GENERAL FUND BUDGET	$ 79,697,698	$ 47,658,874	$ 28,126,970	$ 3,911,854	$ 3,679,724	$ 232,130	99.71%
900	TRANSFER NON-LAPSING							
	GRAND TOTAL	$ 79,697,698	$ 47,658,874	$ 28,126,970	$ 3,911,854	$ 3,679,724	$ 232,130	99.71%
100	**SALARIES**							
	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%

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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
	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%
	CERTIFIED SALARIES	$ 38,918,348	$ 21,520,432	$ 16,794,021	$ 603,894	$ 616,047	$ (12,153)	100.03%
	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%
	NON-CERTIFIED SALARIES	$ 13,265,067	$ 7,978,986	$ 4,656,771	$ 629,309	$ 334,259	$ 295,050	97.78%
	SUBTOTAL SALARIES	$ 52,183,415	$ 29,499,419	$ 21,450,793	$ 1,233,204	$ 950,307	$ 282,897	99.46%
200	EMPLOYEE BENEFITS							
	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

OBJECT CODE	EXPENSE CATEGORY	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
	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%
	SUBTOTAL EMPLOYEE BENEFITS	$ 11,665,232	$ 8,669,718	$ 2,203,820	$ 791,694	$ 816,745	$ (25,052)	100.21%
300	**PROFESSIONAL SERVICES**							
	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%
	SUBTOTAL PROFESSIONAL SERV.	$ 687,417	$ 265,191	$ 61,308	$ 360,918	$ 363,106	$ (2,188)	100.32%
400	**PURCHASED PROPERTY SERV.**							
	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	$ -	$ -	$ -	$ -	$ -	$ -	
	SUBTOTAL PUR. PROPERTY SERV.	$ 1,847,678	$ 1,034,611	$ 316,892	$ 496,175	$ 500,608	$ (4,433)	100.24%
500	**OTHER PURCHASED SERVICES**							
	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%

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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
	Student Travel & Staff Mileage	$ 221,571	$ 105,803	$ 50,439	$ 65,329	$ 65,329	$ -	100.00%
	SUBTOTAL OTHER PURCHASED SERV.	$ 9,429,686	$ 6,197,491	$ 3,778,097	$ (545,902)	$ (421,629)	$ (124,273)	101.32%
600	**SUPPLIES**							
	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%
	SUBTOTAL SUPPLIES	$ 3,381,039	$ 1,875,321	$ 175,108	$ 1,330,610	$ 1,313,550	$ 17,060	99.50%
700	**PROPERTY**							
	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%
	SUBTOTAL PROPERTY	$ 329,112	$ 62,994	$ 140,486	$ 125,632	$ 137,514	$ (11,882)	103.61%
800	**MISCELLANEOUS**							
	Memberships	$ 74,119	$ 54,130	$ 466	$ 19,523	$ 19,523	$ -	100.00%
	SUBTOTAL MISCELLANEOUS	$ 74,119	$ 54,130	$ 466	$ 19,523	$ 19,523	$ -	100.00%
910	**SPECIAL ED CONTINGENCY**	$ 100,000	$ -	$ -	$ 100,000	$ -	$ 100,000	0.00%

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
	TOTAL LOCAL BUDGET	$ 79,697,698	$ 47,658,874	$ 28,126,970	$ 3,911,854	$ 3,679,724	$ 232,130	99.71%

SPECIAL REVENUES

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

Variance Jan - March $ 79,578

Total* $ (1,533,532)

*75% of Jan Proj

	SDE MAGNET TRASNPORTATION GRANT	$ (13,000)	$ (9,100)	$ (9,100)	$ (11,700)	$ (6,500)	$ (2,600)	43.75%

OTHER REVENUES

BOARD OF EDUCATION FEES & CHARGES - SER'	APPROVED BUDGET 21-22 BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
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%
TOTAL SCHOOL GENERATED FEES	$68,430		$71,029	($2,599)	103.80%

OTHER GRANTS

		21-22 BUDGET	YTD EXPENSE	ENCUMBER	BALANCE	
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%

February Financial Summary

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	Variance
	GENERAL FUND BUDGET								
100	**SALARIES**	$ 52,183,415	$ 29,499,419	$ 21,450,793	$ 1,233,204	$ 950,307	$ 282,897	99.46%	$ 105,935
200	EMPLOYEE BENEFITS	$ 11,665,232	8,669,718	2,203,820	791,694	816,745	$ (25,052)	100.21%	$ 24
300	PROFESSIONAL SERVICES	$ 687,417	265,191	61,308	360,918	363,106	$ (2,188)	100.32%	$ 312
400	PURCHASED PROPERTY SERV.	$ 1,847,678	1,034,611	316,892	496,175	500,608	$ (4,433)	100.24%	$ (276)
500	OTHER PURCHASED SERVICES	$ 9,429,686	6,197,491	3,778,097	(545,902)	(421,629)	$ (124,273)	101.32%	$ (7,894)
600	SUPPLIES	$ 3,381,039	1,875,321	175,108	1,330,610	1,313,550	$ 17,060	99.50%	$ (1,204)
							$ -		
700	PROPERTY	$ 329,112	62,994	140,486	125,632	137,514	$ (11,882)	103.61%	$ 5,438
800	MISCELLANEOUS	$ 74,119	54,130	466	19,523	19,523	$ -	100.00%	$ -
910	SPECIAL ED CONTINGENCY	$ 100,000	-	-	100,000	-	$ 100,000	0.00%	$ -
	TOTAL GENERAL FUND BUDGET	$ 79,697,698	$ 47,658,874	$ 28,126,970	$ 3,911,854	$ 3,679,724	$ 232,130	99.71%	$ 102,335

Salary Account Detail

EXPENSE CATEGORY	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP	Variance
SALARIES								
Administrative Salaries	$ 4,236,559	$ 2,829,600	$ 1,400,400	$ 6,560	$ 12,798	$ (6,238)	100.15%	$ (4,598)
Teachers & Specialists Salaries	$ 32,891,949	$ 17,639,597	$ 15,071,144	$ 181,207	$ 32,766	$ 148,441	99.55%	$ 7,247
Early Retirement	$ 81,000	$ 81,000	$ -	$ -	$ -	$ -	100.00%	$ -
Continuing Ed./Summer School	$ 94,233	$ 78,355	$ 15,878	$ -	$ -	$ -	100.00%	$ -
Homebound & Tutors Salaries	$ 159,858	$ 60,194	$ 27,528	$ 72,136	$ 71,494	$ 643	99.60%	$ 217
Certified Substitutes	$ 642,310	$ 375,046	$ 172,332	$ 94,932	$ 198,780	$ (103,848)	116.17%	$ 36,573
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%	$ (701)
CERTIFIED SALARIES	$ 38,918,348	$ 21,520,432	$ 16,794,021	$ 603,894	$ 616,047	$ (12,153)	100.03%	$ 38,738
Supervisors & Technology Salaries	$ 1,101,338	$ 713,639	$ 290,039	$ 97,661	$ 52,526	$ 45,134	95.90%	$ 1,078
Clerical & Secretarial Salaries	$ 2,318,762	$ 1,451,123	$ 848,756	$ 18,884	$ 1,200	$ 17,684	99.24%	$ (822)
Educational Assistants	$ 2,939,688	$ 1,633,281	$ 1,084,880	$ 221,527	$ 73,103	$ 148,424	94.95%	$ 39,157
Nurses & Medical Advisors	$ 927,175	$ 506,351	$ 407,988	$ 12,837	$ 36,613	$ (23,776)	102.56%	$ (18,175)
Custodial & Maint. Salaries	$ 3,331,418	$ 2,065,222	$ 1,170,548	$ 95,648	$ 18,920	$ 76,728	97.70%	$ 43,090
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%	$ 298
Special Education Svcs Salaries	$ 1,449,812	$ 810,753	$ 519,726	$ 119,332	$ 21,754	$ 97,578	93.27%	$ 31,084
Security Salaries & Attendance	$ 676,153	$ 415,778	$ 246,916	$ 13,459	$ 3,471	$ 9,988	98.52%	$ 12,035
Extra Work - Non-Cert.	$ 118,010	$ 69,172	$ 7,083	$ 41,755	$ 48,505	$ (6,751)	105.72%	$ (1,997)
Custodial & Maint. Overtime	$ 236,000	$ 221,481	$ -	$ 14,519	$ 90,892	$ (76,373)	132.36%	$ (38,550)
Civic Activities/Park & Rec.	$ 32,000	$ 18,728	$ -	$ 13,272	$ 13,272	$ -	100.00%	$ -
NON-CERTIFIED SALARIES	$ 13,265,067	$ 7,978,986	$ 4,656,771	$ 629,309	$ 334,259	$ 295,050	97.78%	$ 67,197
SUBTOTAL SALARIES	$ 52,183,415	$ 29,499,419	$ 21,450,793	$ 1,233,204	$ 950,307	$ 282,897	99.46%	$ 105,935

OTHER PURCHASED SERVICES

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	Variance
500	**OTHER PURCHASED SERVICES**								
	Contracted Services	$ 831,975	$ 543,969	$ 122,681	$ 165,325	$ 248,036	$ (82,711)	109.94%	$ (73,166)
	Transportation Services	$ 4,461,980	$ 2,703,415	$ 1,410,300	$ 348,265	$ 273,265	$ 75,000	98.32%	$ 18,000
	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%	$ (3,065)
	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%	$ 50,337
	Student Travel & Staff Mileage	$ 221,571	$ 105,803	$ 50,439	$ 65,329	$ 65,329	$ -	100.00%	$ -
	SUBTOTAL OTHER PURCHASED SERV.	$ 9,429,686	$ 6,197,491	$ 3,778,097	$ (545,902)	$ (421,629)	$ (124,273)	101.32%	$ (7,894)

SPECIAL EDUCATION DEPARTMENT

			2022-23		
		BUDGET	YEAR TO DATE EXPENDED	ANTICIPATED	BALANCE
111	CERTIFIED SALARIES	$4,625,541	$4,600,465	$12,483	$12,592
112	NON-CERTIFIED SALARIES	$3,710,570	$3,442,687	$51,221	$216,663
300	PROFESSIONAL SERVICES	$149,602	$69,360	$80,242	$0
322	STAFF TRAINING	$25,000	$14,063	$10,937	$0
430	EQUIPMENT REPAIR	$37,331	$1,000	$36,331	$0
500	CONTRACTED SERVICES	$98,000	$101,037	$73,850	($76,888)
560	TUITION - OUT OF DISTRICT	$3,196,628	$4,356,977	($1,043,144)	($117,205)
580	STUDENT TRAVEL & STAFF MILEAGE	$10,100	$1,465	$8,635	$0
611	SUPPLIES	$69,441	$47,310	$22,131	$0
734	EQUIPMENT	$11,600	$0	$11,600	$0
810	MEMBERSHIPS	$1,900	$1,399	$501	$0
910	CONTINGENCY	$100,000	$0	$0	$100,000
		$12,035,713	$12,635,762	($735,211)	$135,162

Newtown High School
Capstone Project

Tuesday March 15, 2022

Capstone Overview

Student Driven Passion Project

1 Credit - Mastery Based Assessment

- Process

- Product

- Presentation

Timeline

Sophomore Counselor Workshop -

- Interest inventories
- Career Center Visits & Information

Junior Advisory -

- Passion identification
- Initial Proposal
- Feedback
- Sample Presentations
- Sample Products
- Completed Final Proposal

Senior Experience

- Semester long class that meets twice per rotation.
- Assigned to a specific Capstone trained teacher.
- Product development.
- Final presentation.
- Pass/Fail grading.
- Flexible timeline to present.
- All students participate.

Spoken Communication Rubric for Capstone

Student Name: _____   Capstone Project/Topic: _____

Presentation Times: Start _____   Stop _____   Capstone Teacher: _____

	Exemplary	Proficient	Emerging	Limited	Not Done
Conveying Content	Speaker demonstrates full and complex knowledge of topic and conveys and illuminates information thoroughly and with depth.	Speaker demonstrates knowledge of topic and conveys information.	Speaker may not demonstrate a full mastery of the topic, may not successfully convey information to audience.	Speaker shows noticeable lapses in knowledge of topic; may not be able to answer questions; may present information that is already well-known to the audience.	
Non-Verbal Language	Volume, pacing, modulation, body language, gestures, and eye contact are all carefully considered and tailored to the understanding and enjoyment of the audience. Spoken components have been practiced enough so that there is little reliance on notes.	Speaker considers aspects of speaking voice and body language, but there may be lapses in the effectiveness of some aspects. Spoken components may rely a little too much on notes.	Speaker may not demonstrate an awareness or consideration of all aspects of speaking voice and body language. Spoken components rely consistently on notes. Little evidence of practice or preparation.	Speaker may read too much directly from presentation materials, may speak in a monotone or at a volume too low to hear. Speaker may fidget or distract from content. Speaker may extemporize too much or may rely exclusively on reading off prepared notes.	
Rhetoric	Makes engaging word choices and fluent use of terminology.	Makes precise word choices appropriate to audience and correctly uses terminology.	Makes generic word choices and/or misuses terminology.	Makes inappropriate word choices and does not use terminology.	
Organization	Organizes presentation in an engaging sequence with skillful transitions.	Organizes presentation in a logical sequence with appropriate transitions.	Organizes presentation with minor areas of confusion.	Presentation lacks organization.	
Conventions & Grammar	All written & visual materials have been proofread for errors in grammar, usage, and mechanics.	Written & visual materials show evidence of proofreading, but may still have lapses in grammar, usage and mechanics.	Little evidence of proofreading.	Errors in written materials are distracting.	
Visual Aids	Presentation includes a variety of graphics, text, and/or animation that exhibits a sense of wholeness and deepens understanding of the topic.	Presentation includes some graphics, text, and/or animations, but may be incongruous or distracting.	Presentation may include too much text, or speaker may read too directly from slides. Presentation does not include a variety of visual appeals.	Presentation may include only text or only pictures. May be too short or not include enough depth.	

Capstone Product Assessment Tool

	Exceeds Standard 4	Meets Standard 3	Approaches Standard 2	Lacking Evidence 1
Exhibits Intensive Workload	Product scope & related components are ambitious, complex, and show exceptional work ethic.	Product scope & related components are challenging, comprehensive, and show strong work ethic.	Product scope and/or related components are ambiguous and show moderate work ethic.	Product & related components are poorly defined, incomplete and/or show minimal work ethic.
Demonstrates Rigorous Self Learning	Impressive engagement in self learning; product shows synthesis of new concepts, fields of interest, and/or ideas through resource interactions.	Effective engagement in self learning; product shows application of new concepts, fields of interest, and/or ideas through resource interactions.	Adequate engagement in self learning; product shows some comprehension of new concepts, fields of interest, and/or ideas through resource interactions.	Minimal engagement in self learning; product shows little to no attempt of expanding knowledge of new concepts, fields of interest, or ideas through resource interactions.
Marketing/ Publicizing to Community	Dynamic plan to market/ publicize the product was meticulously designed and deftly executed.	Adequate plan to market/ publicize the product was thoughtfully designed and appropriately executed.	Limited plan to market/ publicize the product was basically designed and somewhat executed.	No plan to market/ publicize the product was designed / executed.
Final Product Submission	Completely reflects the plan discussed with the Capstone teacher over the course of the semester.	Mostly reflects the plan discussed with the Capstone teacher over the course of the semester.	Somewhat reflects the plan discussed with the Capstone teacher over the course of the semester.	Does Not reflect the plan discussed with the Capstone teacher over the course of the semester.
Optional Addition #1				
Optional Addition #2				

Staff Involvement

Junior Advisory -

5 teachers - Junior Advisory Board

54 Junior Advisory Teachers

10 Junior Proposal Graders

Senior Experience -

12 Teachers

20 Graders

Completed Projects

- Marketing Through Social Media
- Extraterrestrials in Film
- Donations for Animals in Need
- Pesticides and Environmental Legislation
- Boat Restoration
- Greetings from the Wilderness
- A Guide to Learning Japanese
- Color Therapy
- Filipino Cuisine Cookbook
- Strength Training for Runners
- Plumbing for a Shower
- Lovely Skin
- Sprinting Technique and Efficiency

Senior Students

- Connor Faxon -
  "Guitar Lessons"

- Christina Savo -
  "Creating an Italian Club"

- Katherine Sargent -
  "Medical Kits- NHS Band"

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
		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
What is technology	○										
Patterns, Forces and Measurement	○										
Transformation of energy	○										
		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 technology
Technology Education Gr. 7

Tuesday, February 22, 2022 ...

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

What is technology
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

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

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
measurment 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	Resources
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	*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

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	Resources
potential and kinetic energy	*Professional & Student*
Formative: Other written assessments	Efficiency Tower building kits
Potential and kinetic energy reflection-assesment.pdf	Potential and kinetic kits
potential and kinteic energy cost analysis.pdf	The Leaning Tower Of Pisa Italy's Legendary
Energy Assesment	Architectural Mistake Massive Engineering
Formative: Technology Project	Mistakes.mp4
efficency tower rubric.pdf	
efficency tower assesment-reflection.pdf	

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy	
Critical Thinking	
Spoken Communication	
Written Performance	

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
		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
What is engineering?	0										
Aerodynamics and transportation	0										
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

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 saftey.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

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. 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

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 relfection-assesment.pdf
insulators and conductors assement 1.pdf
electrical assesments
Formative: Written Test
Electricty assement 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

Technology Education

Newtown Middle School

Technology Education at Newtown Middle School

All 7th and 8th grade students will have one rotation of Technology Education.

During this class students are faced with numerous real world problems and challenges. Through teamwork and hands on collaboration students are able to learn through experimentation as well as trial and error to develop a solution to these problems.
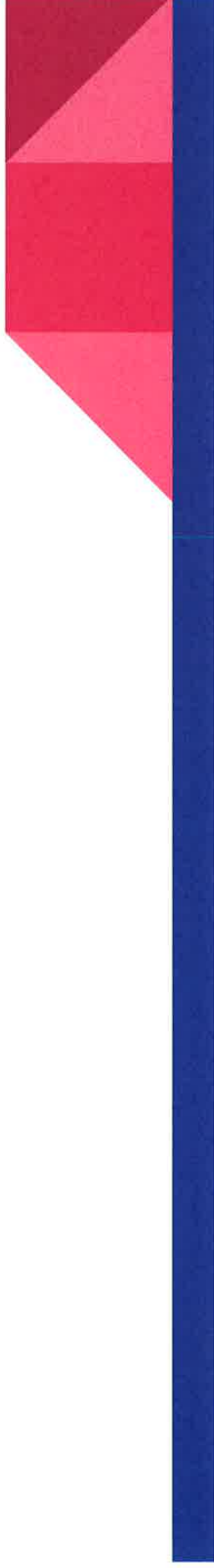
Technology Education at Newtown Middle School

The Technology Education Curriculum was revised and updated to incorporate new technology and improve on team building skills. These skills are necessary and allows students to be prepared for the 21st century workforce. The curriculum is based on the The International Technology and Engineering Educators Association (ITEEA) standards.

7th Grade Units

Unit 1: What is Technology

Unit 2: Forces, Patterns and Measurement

Unit 3: Transformation of Energy
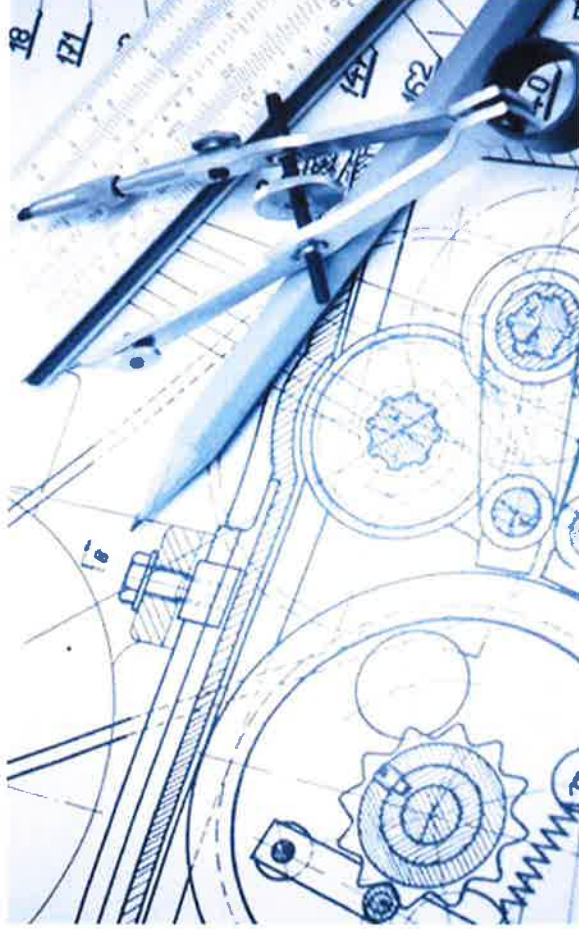
Unit 1: What is Technology?

Conceptual Lens: Safety

Concepts:

1. Tools
2. Decision making
3. Consequences
4. Preparation
5. Waste
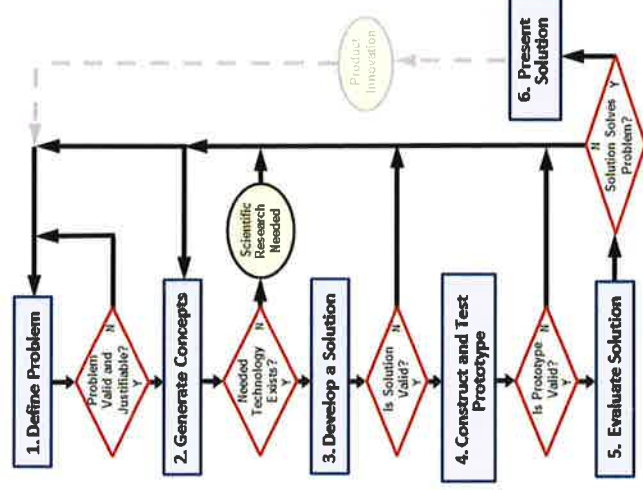
1. Define Problem
Problem Valid and Justifiable?
2. Generate Concepts
Needed Technology Exists?
Scientific Research Needed
3. Develop a Solution
Is Solution Valid?
4. Construct and Test Prototype
Is Prototype Valid?
5. Evaluate Solution
Solution Solves Problem?
6. Present Solution
Product Innovation

Critical Skills:

- 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

What is Technology? Core learning Activities and Assessments

Core Learning Activities

1. Safety demonstration and lab (Proper use of tools and equipment)
2. How to use the design process
3. Going Green research, slideshow, and presentation
4. What is Technology activity
5. 3d Printing Principles (keychain challenge)

Assessments

1. With teacher supervision Students prove mastery of tool Scroll Saw Assessment Safety Contract
2. Design Process Furniture Challenge
3. Going Green Engineering Challenge Going Green Challenge
4. 5 Strands of Technology What is Technology?
5. 3d printed keychain Rubric

Furniture Assessment   Rubric

Unit 2: Patterns, Forces, Measurement.

Conceptual Lens: Structure

Concepts:

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

Critical Skills:

- 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.
  - ○
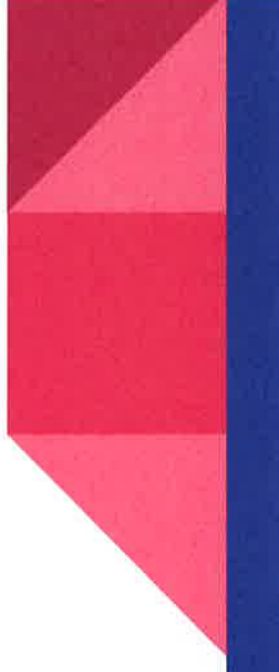
Patterns, Forces, Measurement. Core learning Activities and Assessment

Core learning Activities

1. Students will utilize zometools to correctly build and then identify 2d/3d shapes while labeling the faces, edges and vertices.

2. Students will be able to correctly calculate the perimeter and volume of the shapes they create.

3. Students will learn about local and foreign architecture and how to design buildings, bridges, and structures.

4. Students will work in groups as they create zometools structures based on a set of criteria and constraints.

5. Students will work in groups to design and create the most efficient structure based on the formula E=Force/Mass.

6. Students will explore multiple materials fasteners and adhesives as they collect data to design the most efficient building.

Assessments

Zometool Assessment 1
Zometool Assessment 2

Architectural Model Project Assessment

Efficiency Tower Engineering Rubric
Efficiency Tower Engineering Reflection

Unit 3: Transformation of Energy

Conceptual Lens: Energy

Concepts:

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

Critical Skills:

- 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.

Transformation of Energy Core learning Activities and Assessment

Core learning Activities

1. Tension spring test/ 4 forces Demo

2. 3d Catapult Design

3. 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 and 3d design.

Assessments

Potential and Kinetic Energy Reflection

Catapult Rubric

Potential and Kinetic Energy Materials Analysis

8th Grade Units

Unit 1: What is Engineering?

Unit 2: Aerodynamics and Transportation

Unit 3: Electrical Engineering

Unit 1:What is Engineering?

Conceptual Lens: Safety

Concepts:

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

Critical Skills:

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

What is Engineering? Core learning Activities and Assessment

Core learning Activities

1. Safety demonstration and lab
2. Clean up demonstration
3. Class discussion on Engineers around the world.(D.E.I.)
4. What is Engineering (Careers)
5. Hobby Organizer
6. How to engineer a children's toy (laser Engraver/cnc)

Assessments

Safety Exam

Engineers that Changed the world

Presentation Rubric

Engineering Careers   Career Rubric

Hobby Organizer 3d Assessment

Hobby Organizer Rubric

Unit 2: Aerodynamics and Transportation

Conceptual Lens - Motion

1. Concepts:
2. Newton's laws
3. Gravity
4. Inertia
5. Gyroscopic rotation
6. Fins
7. Patterns

Critical Skills:

- Students will be able to design, build, test and re-engineer a rocket based on a set of criteria and constraints.
- Students will identify Newton's Laws of Motion and how they apply to the rocket by drawing a model or using 3D modeling software.
- Students will launch rockets outside and record data.

Aerodynamics and Transportation Core learning Activities and Assessment

Core learning Activities

1. Gyroscope tire demonstration
2. Inertia stick demonstration/powerpoint
3. Rocket nose cone and fin build demonstration
4. 3d modeling of rocket on computer
5. 2d sketch on paper
6. Rocket launch
7. Rocket redesign
8. Reflection

Assessments

Rocket Assessment

Rocket Safety

Group Assessment

Rocket Reflection

Unit 3: Electrical Engineering and Safety

Conceptul lens: Safety

1. Electricity
2. Electrons
3. Insulators
4. Circuits
5. Wires
6. Short circuits
7. Magnets
8. Conductors

Critical Skills:

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.

Electrical Engineering and Safety Core learning Activities and Assessment

Core learning Activities

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

Assessments

Insulator and Conductor Assessment

Circuit Assessment

Electromagnetic Reflection

Electromagnetic Data Assessment

Electro Motor Assessment

Electromotor Engineering Assessment

Circuit Assessment Google Form

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
Digital Citizenship & Online Safety	0																			
Basic Photo Editing and	0																			
Video Production																				
Intro to Coding	0																			

Newtown Middle School / 2021-2022 / Grade 7 / F&AA: Technology / Computer   Last Updated: Friday, February 18, 2022
Integration Gr. 7 / Week 1 - Week 4   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
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 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

Online Rights & Literacy Lesson 5 Questions.pdf
Evaluating Content Lesson 6 Questions.pdf
The Importance of Digital Safety Essay Assignment Sheet

Assessments	Resources
The Importance of Digital Safety Writing Assignment **Summative: Other written assessments** Summative Digital Safety Assignment **Classroom Discussion** **Formative: Other oral assessments** The Importance of Digital Safety Essay Assignment Sheet	*Professional & Student* Guided/Self-Paced Ever-Fi Software EverFi Course Description EverFi Login/Registration
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance - Information Literacy - Critical Thinking - Spoken Communication - Written Performance Information Literacy, Critical Thinking, Spoken Communication, and Written Performance will all be utilized in this unit.	Interdisciplinary Connections English Health

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

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

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 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

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

-

Unit Planner: Intro to Coding
Computer Integration Gr. 7

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)

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

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	Resources
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.	*Professional* & *Student* Code.org Vidcode.com Codemonkey.com Code.org vidcode.com codemonkey.com

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance - Information Literacy - Critical Thinking - Spoken Communication - Written Performance	Science Math

2 Curriculum Developers

Unit:	Lessons	Sep 1 2 3 4 5	Oct 6 7 8 9	Nov 10 11 12	Dec 13 14 15 16	Jan 17 18 19 20	Feb 21 22 23 24	Mar 25 26 27 28 29	Apr 30 31 32	May 33 34 35 36	Jun 37 38
● Coding	○										
● Robotics & Coding	○										
● Computer Hardware & Basic Troubleshooting	○										

Unit Planner: Coding
Computer Integration Gr. 8

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology / Computer   Last Updated: Friday, February 18, 2022
Integration Gr. 8 / Week 1 - Week 4   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
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 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:

Create a Game Assignment

Assessments

Create a Game Assignment
Summative: Technology Project
🗐 Create a Game In CodeMonkey Assignment.
Online Code Productions
Formative: Technology Project
codemonkey.com
🗐 Create a Game In CodeMonkey Assignment.

Resources

Professional & *Student*
Codemonkey.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

-

Interdisciplinary Connections

Math
Science

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

	robotics? (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.

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=FjSyv2N5QEQ

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance • Information Literacy • Critical Thinking • Spoken Communication • Written Performance •	Science Math

Newtown Middle School / 2021-2022 / Grade 8 / F&AA: Technology / Computer   Last Updated: Friday, February 18, 2022
Integration Gr. 8 / Week 9 - Week 12   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 the 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	Resources
Research Questions	*Professional & Student*
Formative: Other written assessments	https://pcpartpicker.com/list/

Written Report	Computer case and parts
Students will research questions presented to them to find correct information and find reliable sources.	
Classroom Discussions and Activities	
Formative: Other oral assessments	
Build a Computer with PC Part Picker	
Summative: Technology Project	
Students are tasked with using the online tool introduced to them to build a compatible computer setup for multiple different uses and price points. https://pcpartpicker.com/list/	
PC Life Extension Video	
Hardware Questions #1	
Hardware Questions #2	
Hardware Questions #3	

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
	Science
Information Literacy	
Critical Thinking	
Spoken Communication	
Written Performance	
• Information Literacy	
• Critical Thinking	
• Spoken Communication	
•	

Computer Integration

Newtown Middle School

7th and 8th Grade Curriculum

The previous Computer Integration Curriculum was outdated and has been updated to include more modern topics that focus on relevant trends in technology. Introducing students to these new topics will enable them to have a leg up on marketable technical skills like editing and coding. The standards I used for my curriculum are from the International Society for Technology in Education (ISTE). This updated curriculum is meant to expose students to a variety of technical skills instead of focusing too much on a single topic.

7th Grade Units

Unit 1: Digital Citizenship and Online Safety

Unit 2: Basic Photo Editing and Video Production

Unit 3: Intro to Coding

Unit 1: Digital Citizenship and Online Safety

Conceptual Lens: Safety, Responsibility

Concepts:

1. Discussion
2. Perspective
3. Self-awareness
4. Communication
5. Balance
6. Consequences
7. Data
8. Rigor
9. Awareness
10. Screen time and offline time

Microconcepts:

1. Digital Literacy
2. Online Safety
3. Content-specific Vocabulary
4. Online Etiquette
5. Digital Footprint
6. Security Threats
7. Online Actions
8. Social Media

Digital Citizenship and Online Safety Critical Skills

Critical Skills:

- 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.

Digital Citizenship and Online Safety

Core learning Activities and Assessments

Core Learning Activities

1. Connections & Community Assignment- Questions and Discussion.

2. Safety & Privacy Assignment- Questions and Discussion.

3. Screen Time vs. Offline Time Assignment- Research and discussion.

4. Technology & Data Assignment- Questions and Discussion.

5. Online Rights & Literacy Assignment- Questions and Discussion.

6. Evaluating Content Assignment- Research and Discussion

7. The Importance of Digital Safety Summative Assignment- Writing

Assessments

Formative:

Connections and Community

Safety and Privacy

Screen Time vs Offline Time

Technology & Data

Online Rights and Literacy

Evaluating Content (Copyright)

Summative:

Importance of Digital Safety Essay

Unit 2: Basic Photo Editing and Video Production

Conceptual Lens: Creativity, Practicality

Concepts:

1. Process
2. Understanding
3. Creation
4. Design
5. Skill

Microconcepts:

1. Video Production
2. Photo Editing
3. Ethics
4. Software
5. Message
6. Tools
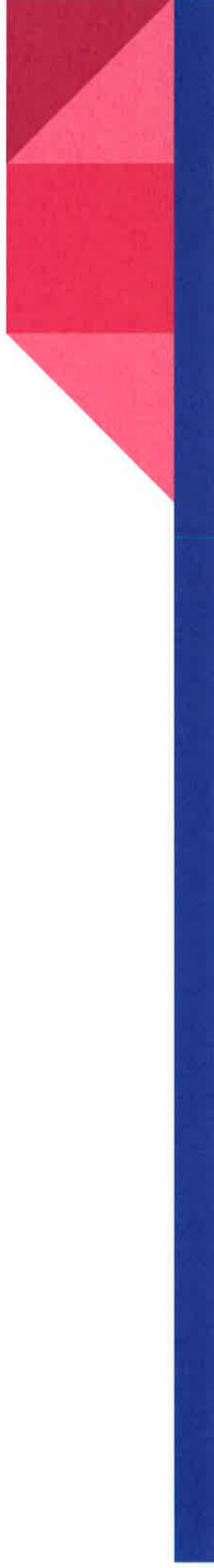
Basic Photo Editing and Video Production

Critical Skills:

- 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 and photo editing with multiple software.
- Students will experience examples of multiple types of video production hardware.
- Students will demonstrate proficiency in video production and photo editing across multiple platforms.
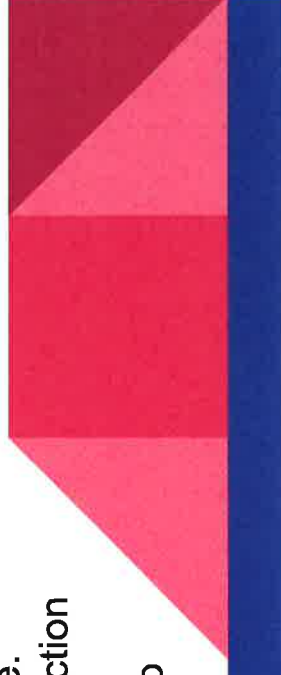
Basic Photo Editing and Video Production

Core learning Activities and Assessments

Core Learning Activities

1. Video Production and Photo Editing: The Basics. - Multiple Classroom Demonstration and Activity

2. How to create a specific message or tone with editing techniques - Classroom Demonstration and Activity

3. Different Photo and Video Tools for Different Tasks- Classroom Demonstration and Activity

4. How to use different programs in unison- Classroom Demonstration and Activity

5. Ethical dilemmas in video production and photo editing and how to avoid them - Classroom Discussion and Writing Exercise

6. Careers and opportunities in video production and photo editing - Classroom Discussion and Research Activity

7. Create original video or complex edited photo- Technology Project

Assessments

Formative:

Silhouette Art

Overlays

Word Picstitch

Animated Pumpkin

Hex Code Coloring

Colorizing and Combining

Summative:

Complex Image or Video

Unit 3: Intro to Coding

Conceptual Lens: Logical & Analytical Problem Solving, Creativity

Concepts:

1. Data
2. Rigor
3. Systems
4. Patterns
5. Process
6. Logic
7. Analysis
8. Paths
9. Results

Microconcepts:

1. Coding
2. Efficiency
3. Content-specific Vocabulary
4. Coding Syntax
5. Coders
6. Instructions
7. Outcomes

Intro to Coding Critical Skills

Critical Skills:

- 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.

Intro to Coding

Core learning Activities and Assessments

Core Learning Activities

1. What is coding? Activity and Worksheet

2. Why do people code? Classroom Discussion and Demonstration

3. Misconceptions and how coding works in the real world. Video and Discussion

4. How important is coding syntax? Online coding activity with JavaScript and Discussion

5. What are loops? Video and Discussion

6. Challenge Assignment - Technology Project

Assessments

Formative:

What is coding?

Misconceptions and how coding works in the real world.

Coding syntax.

What are loops?

Summative:

Create a Challenge

8th Grade Units

Unit 1: Coding

Unit 2: Robotics & Coding

Unit 3: Computer Hardware

Parts of Computer

Monitor

Mouse

Printer

Speaker

Power Supply

GPU

Hard Disk

Keyboard

Computer Case

Processor

CPU

Motherboard

sphero edu

CODEMONKEY

Unit 1: Coding

Conceptual Lens: Logical & Analytical Problem Solving, Creativity

Concepts:

1. Data
2. Rigor
3. Systems
4. Patterns
5. Process
6. Logic
7. Analysis

Microconcepts:

1. Coding
2. Amateur Coding
3. Efficiency
4. Content-specific Vocabulary
5. For-loops
6. Arrays
7. Indexing
8. Variables
9. Formulas & Strings

Coding Critical Skills

Critical Skills:

- 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.

Coding

Core learning Activities and Assessments

Core Learning Activities

1. What are variables? Demonstration and code production. Check

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

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

4. What are for-loops? Demonstration and code production.

5. Amateur coding solutions. Demonstration and code production

6. Create a Game Assignment. Technology Project

Assessments

Formative:

Variables Check

Formulas Check

Index and Array Check

Syntax Check

Loops Check

Summative:

Create a Game

Unit 2: Robotics and Coding

Conceptual Lens: Practicality, Analysis

Concepts:

1. Analysis
2. Logic
3. Understanding
4. Design

Microconcepts:

1. Robotic
2. Coding
3. AI
4. Automation
5. 2d vs 3d space
6. Inputs
7. Program languages
8. Robotic Movement
9. Functionality
10. Challenges
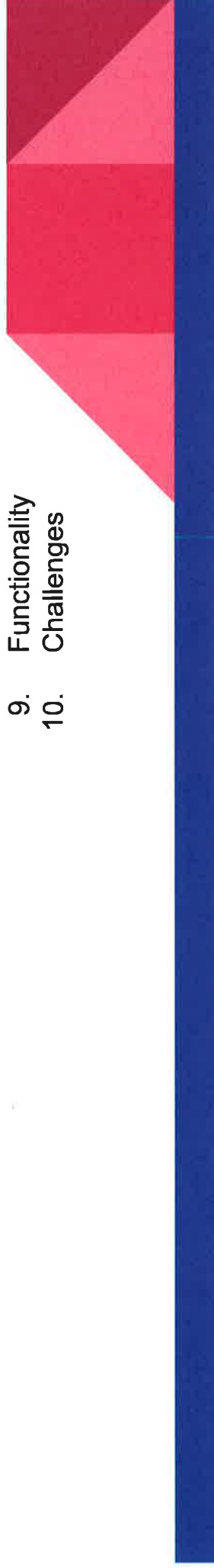
Robotics & Coding Critical Skills

Critical Skills:

- 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.

Robotics & Coding

Core learning Activities and Assessments

Core Learning Activities

1. Automation and AI in Robotics - Classroom discussion and Video
2. Efficiency in Robots - Video and Demonstration
3. Robots interpret precise human inputs to complete tasks - Classroom demonstration and activity
4. What are the differences between coding virtually and in the real world? - Classroom activity & demonstration
5. Learning the basics of robotics and coding- Classroom discussion and activity
6. Choose a Robot Slideshow and Research - Technology Project and Research Project
7. Robotics Obstacle Course - Technology Project and Classroom Activity

Assessments

Formative:

AI Video

Efficiency Video

Precise Inputs

Virtual vs Real Space

Summative:

Tech Project

Obstacle Course

Unit 3: Computer Hardware and Basic Troubleshooting

Conceptual Lens: Logical & Analytical Problem Solving, Practicality

Concepts:

1. Process
2. Logic
3. Sequence
4. Analysis
5. Understanding

Microconcepts:

1. Troubleshooting
2. Software
3. Hardware
4. Computer Repair
5. Components
6. End User Experience
7. Skill
8. Computer Skills
9. Building
10. Information

Computer Hardware and Basic Troubleshooting Skills

Critical Skills:

- 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.

Computer Hardware and Basic Troubleshooting

Core learning Activities and Assessments

Core Learning Activities

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

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

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

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

5. How to extend the life of your PC - Classroom Discussion and Video

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

Assessments

Formative:

Components #1

Components #2

Components #3

PC Life Extension

Summative:

Build a PC Online

5 Curriculum Developers

Unit	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Fundamentals of Economics	❯ 0										
Demand	❯ 0										
Supply	❯ 0										
Markets and Market Interference	❯ 0										
Comparative Economic Systems	❯ 0										
American Business, Finance, and Investment	❯ 0										

Week numbers: 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: Fundamentals of Economics
Economics
Friday, February 4, 2022, 6:52PM

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	Guiding Questions
1. Scarcity forces people to make decisions.	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*
2. People must make decisions to satisfy their needs and wants.	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)
3. Every decision involves a trade-off and an opportunity cost.	
4. The quest for efficiency leads to economic growth.	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)
5. Economic Systems evolve based on societal norms.	
6. In a free market system producers and consumers demonstrate interdependence.	
	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.

	• Students will examine various economic concepts of scarcity, opportunity cost, trade offs, and resources through reading and discussing "An Economic Problem in Bangladesh." • Students will analyze an island scenario in which they must determine the 3 Basic Economic Questions and the factors of production. • Students will be given various situations where they must make a decision and identify the opportunity cost. • Students will report on the news of the day and make connections to the Economic unit of study. • Students will play the "Resource Scarcity Game" to practice unit one concepts. • Students will read Adam Smith's "Wealth of Nations" excerpt and identify unit one economic concepts within. Economics in the News.docx Resource Scarcity Game..pdf Opportunity Costs.pdf Wealth Of Nations.pdf Bangladesh.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Critical Thinking	Interdisciplinary Connections 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.

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	**Guiding Questions**
1. Consumers consider their willingness and ability to purchase goods and services based on price.	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*
	1.
	a. What is Demand? (F)
2. The Law of Demand guides the quantity of goods and services people will purchase.	b. What is a demand schedule and how is one created? (F)
	c. What is Diminishing Marginal Utility? (F)
3. Demand Determinants cause change in quantity demanded at each and every price point.	d. What do consumers consider when they make purchases (income, substitute)? (F)
	e. How do values impact consumer decisions? (C)
4. The degree to which goods and services are necessary determines elasticity of demand.	
	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	Resources
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.	*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.

• Critical Thinking	

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	Guiding Questions
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.	*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.

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:

	- 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. - Students will watch "125,000 Dollar Teacher" from 60 Minutes as an introduction to union and public goods. - Students will watch the PBS documentary, "Is Walmart Good for America" and answer discussion questions. - Students will explore the issues of price fixing and bid rigging through a class handout and video on generic drug pricing. - Students will read and discuss the "Sex, Booze, and Drugs" chapter from *The Economics of Public Issues*. Alternatively, students could select a chapter from this book, read, and discuss in small groups. - Students will read and analyze an excerpt from *Super-Freakonomics* by Stephen Dubner and Steven Leavitt involving externalities. - Students will report on the news of the day and make connections to the Economic unit of study. Charter Schools 125,000 Economics in the News.docx PBS Is Walmart Good for America Video Planet Money Makes a T-Shirt Price Fixing in Generic Drugs Superfreakonomics Externalities Reading.pdf Price Fixing Handout from FTC website.pdf Sex, Booze, and Drugs reading.pdf Government Bans Activity.docx Video Viewing Guide for $125,000 Teachers.docx
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance Critical Thinking	**Interdisciplinary Connections** Equilibrium concepts relate to Business and Psychology class in regards to general human behavior rationale.

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

	produce, how to produce and for whom to produce."
	Economics in the News.docx Big Brother's Photoshop.pdf The Muammar Gaddafi story.docx Pure Capitalism in Theory.pdf Goals of a Society Assessing NHS.docx Russia Reading.pdf Socialism.pdf Communism 3 readings.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Critical Thinking	**Interdisciplinary Connections** Western Studies- Development of Communism Government- Political systems as they relate to the Economic Systems

Unit Planner: American Business, Finance, and Investment

Economics

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.

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

	Sweet Opportunities Business Scenarios.pdf Fiscal vs Monetary Policy Quick Handout.pdf Anti-Trust Timeline and Resource.pdf Economic Terms in Real Life Presentation.docx PBS Is Walmart Good for America Video Walmart Video Viewing Guide 2020.docx
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Critical Thinking	**Interdisciplinary Connections** 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 Government - Judicial Branch

6 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
An Introduction to World Religions ❯	0										
Judaism ❯	0										
Christianity ❯	0										
Islam ❯	0										
Hinduism ❯	0										
Buddhism ❯	0										

▼ Previous Year

Newtown High School / 2021-2022 / High School / Social Studies / World Religions   Last Updated: Monday, April 5, 2021
(Pending Approval) / Week 1 - Week 2   by Amy Deeb

An Introduction to World Religions
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: 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)

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

CCSS: Grades 9-10

Writing

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

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

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.

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
Constituional 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

write a persuasive essay to their local newspaper supporting their position.
Stereotype group project
Formative: Group Project
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.
Stereotypes.pdf
good news.pdf

- Unit vocabulary

Optional Activities:

- Brainstorm religious expressions- in groups students will list various examples of religious expression within society
- During class discussions students will identify examples of reasons to study religion in a public school classroom.
- Complete geographic maps of location/population of the 5 major religions
- Students will brainstorm stereotypes of the 5 major religions we will be studying and then debunk these.

Religions Map.pdf
Vocab Unit 1.pdf
Symbols.pdf

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance • Written Performance Stereotypes rubric.pdf Written Performance.pdf	Government-Judicial Branch

Newtown High School / 2021-2022 / High School / Social Studies / World Religions   Last Updated: Monday, April 5, 2021
(Pending Approval) / Week 3 - Week 6   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	Guiding Questions
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.	*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.

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, Teffllin, 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

Newtown High School / 2021-2022 / High School / Social Studies / World Religions Last Updated: Monday, April 5, 2021
(Pending Approval) / Week 7 - Week 9   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	Guiding Questions
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.	*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.

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**

Chrisitinity 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

	geographic spread Good Samaritan parable Prodigal Son parable Parable of the Lost Sheep

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance
   • Critical Thinking
   • Written Performance
 	
Christianity Project Rubic.pdf
	Interdisciplinary Connections
	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   Last Updated: Monday, April 5,
(Pending Approval) / Week 10 - Week 12   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 Judiasm.

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

Newtown High School / 2021-2022 / High School / Social Studies / World Religions   Last Updated: Monday, April 5,
(Pending Approval) / Week 13 - Week 15   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.

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, ahisma, 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

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.

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:

	- *Passages from the Tripataka* - *Passages from What the Buddha Taught* - *Many Peoples, Many Faiths* by Robert Ellwood and Barbara McGraw; - *Religions of the World* by Huston Smith; - BBC Documentary *Life of the Buddha* **Optional Activities:**
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance - Spoken Communication - Written Performance	**Interdisciplinary Connections** Asian Studies-Buddhism in politics, Issues in Tibet

NEWTOWN PUBLIC SCHOOLS
BUSINESS OFFICE
MEMORANDUM

DATE: March 10, 2022

TO: Board of Education

FROM: Tanja Vadas, Director of Business & Finance

SUBJECT: Transportation Bid

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.

Company	Address	Cost Year 1	Cost Year 2	Cost Year 3	Cost Year 4	Cost Year 5
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 17th, 2021 and on the Town website, December 20th, 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

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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

Policy adopted: January, 18, 2022

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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.

Regulation Approved: January, 18, 2022