

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

Minutes of the Board of Education meeting held virtually on May 19, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (absent)	3 Staff
J. Vouros	Public by phone
R. Harriman-Stites (left 9:33 pm)	
D. Zukowski	
H. Jojo	
M.Chand	

Mrs. Ku called the meeting to order at 7:06 p.m. with Board members joining virtually and by phone. The meeting was also being recorded. Board members on video were Mr. Delia, Mr. Cruson, Mrs. Harriman-Stites, Mrs. Zukowski, Ms. Jojo and Mr. Chand along with Mrs. Uberti, Mr. Bienkowski, Mrs. Petersen, Dr. Longobucco, Mr. Einhorn and Mrs. Marks. Mr. Vouros and Dr. Rodrigue joined by phone as well as members of the public.

Item 1 – Pledge of Allegiance

Mrs. Ku asked to move the English I and III curriculum to after the financial report.

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of May 5, 2020, the donation to Newtown High School, and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation - none

Item 4 – Reports

Chair Report: Mrs. Ku said the Regional Advisory Team advising Commissioner Cardona met today regarding reopening considerations. We discussed the pros and cons of three models for reopening the schools which include half-day attendance alternating in the morning and afternoons, alternating days of attendance, or individualized learning with in-person instruction with distance learning. There is frustration about the decisions that have to be made. She asked for volunteers for the administrators' contract negotiations, the Re-Entry Committee, and also the Hawley HVAC Project for a representative to attend the Public Building and Site meetings. CAFE has asked for a resolution for next years' legislative session due in August. The Superintendent's evaluation is also coming up in June. Congratulations to Dan Delia who was named Teacher of the Year at Woodside Intermediate School.

Mr. Delia asked if the committee would be discussing unanticipated expenses like masks. Dr. Rodrigue said there was a Superintendent's group that put a cost estimate together to provide masks each day. The State will not be purchasing masks and it hasn't been decided if each district will be required to have them. We have been identifying cost items.

Committee Reports:

Mrs. Harriman-Stites said the Policy Committee would be starting the 4000 series and cleaning up some in the 5000 series that had updates regarding harassment, Title IX, and the student grievance procedure.

Mr. Vouros reported at the April 28 Curriculum and Instruction Committee meeting the English I and III curricula were addressed. At the May 12 meeting there was a sixth grade Spanish update. There is a plan in place to evaluate progression of language between seventh and

ninth grades. When this articulation takes place he feels the language arts teachers will have input.

Superintendent's Report: Dr. Rodrigue reports that with distance learning we were monitoring student engagement and interactions with students. We collected data through teachers and found that 86% of the students were fully engaged and 2.6% were minimal or had no engagement. She thanked the teachers and administrators who have done an outstanding job. Dr. Rodrigue spoke about the SEL component. We are having a district-wide event to express artistic talent and hopes everyone gets involved on May 29 and throughout that weekend. Parents will receive information this Thursday. The Town also agreed to participate.

Mrs. Harriman-Stites appreciated keeping the students engaged and asked the feedback from families of students with minimal engagement and the issues families are struggling with.

Dr. Rodrigue has spoken to those families and they have the technology they need. Most of what she is hearing a lot is those students were struggling when they left, especially if they had one-on-one support. Also, the motivation is critical so we are working with parents individually. Some students not engaged earlier are coming back online.

Mrs. Zukowski asked if any families had parents who are essential workers so they have a babysitter or someone who is not able to help as much.

Dr. Rodrigue said we do have families in that situation but what is important is not having to do the work at a specific time has helped. The Western Connecticut Superintendent's Association just sent a survey to ask how many of us took that approach. They can do the work later when parents can support them. Counselors will also meet with students to help.

Mr. Delia asked what efforts were being made to be sure the teachers are supported with them working from home and if they are struggling.

Dr. Rodrigue said she has been working with the president of the union and we work with our administrators. We do meet with staff, especially those with young children at home. That's a reason we moved to quiet Fridays to have time learning new apps. Mrs. Uberti and Dr. Purcaro have been excellent in knowing what those needs are. They still have PLC time and meet with administrators. The teachers have done an outstanding job.

Student Representatives:

Ms. Jojo reported that with one more day to the start of reopening they are excited to see a glimpse of the quarantine ending

Mr. Chand reported that the seniors are thrilled that the staff and administrators care about making our time at NHS special including the graduation plans.

Ms. Jojo said many students have been taking the AP tests the past two weeks which have been shortened to 45 minutes and students can use notes. There are also make-up days in June.

Mr. Chand said that as the exams come to a close they are all excited for the celebrations at the end of the year.

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending April 30, 2020. Mr. Cruson seconded.

Mr. Bienkowski presented the financial report which included some changes in the Purchased Property Services and the Other Purchases services accounts. The additional tuition expense

is primarily the result of the Excess Cost Grant providing less offset due to a couple of students exiting.

Mr. Delia said we would have to discuss the final payment for transportation and asked when that would occur.

Mr. Bienkowski said all payments to All-Star have been made at this point. They presented us with reduced expenses for portions of March, April, May and June. The expenses we haven't completed are ones for special education transportation services.

Mrs. Zukowski said there has been some talk about drivers being paid base salary which was not what they were getting before schools closed down. Also, was there any chance the bus company went for PPP?

Mr. Bienkowski said there has been talk early in the process because there was concern about the pay but Mr. Dufour didn't know how to include those extra services drivers signed up for such as field trips. The bottom line is there is no consistent way to determine what the drivers have made so it was decided to pay them for their regular daily routes. Regarding PPP, they didn't participate in that at all. That was reserved for smaller companies. Whitsons have participated in the PPP program but not bus drivers.

Mrs. Harriman-Stites asked if we paid All-Star for field trips or sports runs even though they aren't happening now. She wanted to be sure we aren't paying for something they aren't doing. Mr. Bienkowski said the sports trips are in a different account and no payments were made for those activities.

Mrs. Ku referred to the rate of reimbursement with the Excess Cost Grant and asked if it was just based on the number of districts that applied for the grant and the number of students.

Mr. Bienkowski said two of our students had withdrawn so they weren't included in the March data submission which caused a drop in the grant.

Motion passes unanimously.

Item 6 – New Business

First Read of English I and III American Literature Curriculum:

Abi Marks, English Department Chair, spoke about the revisions to the English I and III American Literature curriculum. The goal of the revisions was to create concept-based units, align with conceptual scope and sequence that builds grades 9 to 11, ensure skill-building is aligned with CT Core Standards, maintain flexibility in choice of texts within units, and plan common assessments with units. English I is for ninth grade students and English III American Literature is an eleventh grade course.

Item 5 – Old Business

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

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve the Western Studies I and II Curriculum. Mr. Cruson seconded.

Mrs. Uberti stated that the curriculum was just Western Studies which was a combination of I and II.

Mr. Delia moved to amend the motion to remove "I and II" from the description. Mr. Cruson seconded.

Mr. Delia moved that the Board of Education approve the Western Studies curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve Policy 5144.1 Use of Physical Force/Physical Restraint/Seclusion/Exclusionary Time Out. Mr. Cruson seconded.

Mrs. Zukowski had six comments on this policy. On Page b under Conditions Pertaining to the Use of Physical Restraint and/or Seclusion under C that no students shall be placed in seclusion she asked if these all applied to involuntary physical force as well as seclusion and if wherever seclusion is listed that and/or involuntary physical force be listed.

Mrs. Harriman-Stites said the policy committee forwarded these questions to Mrs. Petersen. The policies come from CAGE and we followed their advice to the letter. She asked Mr. Cruson to go through the policies on her behalf.

Mr. Cruson said the committee looked at these and sent them to Mrs. Petersen and took guidance from her because of how complex this is.

Mrs. Petersen said this policy comes from CAGE and our attorneys and everything needs to be spelled out in each of these. Sometimes seclusion is not explained as well.

Mrs. Zukowski asked if the CAGE recommended policy was in the appendix at the end of the policy. She had concerns about what was in the policy and the appendix.

MOTION: Mrs. Zukowski moved to amend the motion to change section C subsection a and subsection b where the word seclusion is it will now say seclusion and/or involuntary physical restraint.

Mrs. Zukowski said it would make it more consistent with the content used in Appendix A.

Mr. Delia thought physical restraint and seclusion were two different things.

Mrs. Petersen said the two are different but you can have a seclusion and restraint at the same time.

Mrs. Zukowski wanted the merge of physical restraint and seclusion to be consistent with both sections of the Appendix.

Mr. Cruson stated that the Appendix is part of the regulation which we are not voting on because they are decided by the administration. The administration can mold the regulation.

Mrs. Zukowski said if the policy applies to all students, the regulation is inconsistent with the policy

MOTION: Mrs. Harriman-Stites called the question. Mr. Vouros seconded.

Vote: 5 ayes, 1 nay (Mrs. Zukowski) Motion passes.

Vote on amendment regarding section C subsection a and C subsection b change: 2 ayes, 4 nays (Mrs. Ku, Mr. Cruson, Mr. Vouros, Mrs. Harriman-Stites) Motion fails.

Mr. Delia called a point of order and asked the Board to please stick with Robert's Rules in speaking out and not being recognized by the Chair.

Mrs. Zukowski referred to Item J on page "d."

MOTION: Mrs. Zukowski moved to change the phrase "any use of physical restraint or seclusion on a student to "any use of physical restraint or seclusion on a student at risk." There was no second.

Mrs. Zukowski said it was clear that her level of detail was not supported by the rest of the Board.

MOTION: Mrs. Zukowski called the question. Mrs. Harriman-Stites seconded.

Mr. Delia wanted to add something to the overall motion and wanted to speak to this policy.

Mrs. Zukowski withdrew her motion to call the question.

Mrs. Ku said because it was seconded the Board had to vote on calling the question.

Vote: 1 aye, 5 nay (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Harriman-Stites, Mrs. Zukowski) Motion fails.

Mr. Delia clarified that we are voting on the policy, not the regulation.

Mr. Cruson said the Board votes on policy and regulations are there for our reference in looking at the policy.

Dr. Rodrigue said this has been gone over by our attorney. If we are going to make too many changes we should take it back to the attorney because there are reasons for everything.

Vote: 5 ayes 1 nay (Mrs. Zukowski) Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve Policy 5151.5 Suicide Prevention Intervention. Mr. Cruson seconded.

Mr. Cruson said in the first sentence we removed the word "Public." Also, we did not decide to make any changes addressed in the questions that were sent.

Mrs. Zukowski referred to the language in the grade report and the page "c" regulations.

MOTION: Mrs. Zukowski moved to amend the motion to replace the words if deemed "high risk" with the words if deemed at "immediate risk."

Mr. Cruson seconded.

Dr. Rodrigue said there is a huge difference in high risk and immediate risk. The flow chart in the policy is in the regulations which could be changed by us rather than changing wording in the policy.

Mrs. Petersen stated that high risk is very different from immediate risk and cautioned changing this.

Mrs. Zukowski said the policy says if deemed high risk the student will not be left alone. The procedure for high risk is level two and does not include monitoring students and not being left alone.

Mrs. Ku said the issue is understood. We should leave the policy as is and the administration can work with the regulation to be consistent with the policy.

Dr. Rodrigue said we can look at the regulations again which are more for our staff who follow this practice but we can make it clearer.

Vote on amendment: 6 nays. Motion fails.

Vote to approve policy: Motion passes unanimously.

Item 6 – New Business (continued)

Middle/High School Graduation Programs:

MOTION: Mr. Delia moved that the Board of Education approve the middle school moving-up and high school graduation programs. Mr. Cruson seconded.

Dr. Rodrigue stated that principals worked with the staff to develop these plans and will bring a respectable closure to the year. Part one of the program will be a virtual ceremony with multiple pre-recorded segments which will be combined into one video. Part 2 will be more personal

with cluster teachers and will be released as a video for students and families. We want them to know how proud we are of them moving to the high school. Students will receive their Moving-Up Certificates prior to the program as well as a printed program with student names with pick-up at specific times. They will also have photos taken.

Mr. Einhorn said this was a very special class and they tried to model this after what we've been doing for many years and acknowledging our students with names being read. They will see their teachers and receive their certificates with a chance to say good-bye.

Mr. Delia asked what this would look like.

Mr. Einhorn said this will be in scheduled waves a cluster at a time so students have time to see their teachers. We will use the primary lot at the middle school for people to circle into.

Mrs. Zukowski asked if students would get out of their cars to get the certificate.

Mr. Einhorn stated that tables will be set up for certificates or possibly they will be brought to the car.

Mrs. Ku asked how much time will be needed.

Mr. Einhorn said they are expecting two minutes per person. Not everyone will want to participate so some will get their certificates through the mail.

Dr. Rodrigue spoke about the high school graduation plan is complex and extremely important. For the in-person ceremony they will drive up to the front parking lot to a designated spot with a stage set up. Photos will be taken walking across stage. Student would go to another location for a photo and then pick up diploma and return to their car and leave with their family.

Dr. Longobucco said this was a six-part plan for the 411 students who will graduate over three days. There will be 20 cars waiting in spaces and 40 students per hour will graduate. The video will be compiled with pre-recorded speeches, the choir and all 411 students walking across the stage which will look like a traditional graduation ceremony. Students are excited about the parade on June 15 and we have suggested that a parent drive. They will be lead by the policy and there will be a video of the cap and gown pick-up and the parade.

Mr. Delia asked if students would be sent guidelines such as wearing a mask.

Dr. Longobucco said she was working with Donna Culbert, Health Director, and if we can space the students out more than six feet we hope they won't have to wear a mask crossing the stage.

Mr. Delia asked if there was an area if teachers want to be there as they graduate.

Dr. Longobucco said we have to wait on that piece. We need teachers to help in the parking lot so we broke them in to two-hour shifts and teachers will be able to watch for a two-hour period.

Mrs. Ku said her main concern was that often during ceremonies such as this students are not thinking about rules. She appreciates the detail in this plan. We need to celebrate this momentous event and was glad you found a way to do that.

Mrs. Harriman-Stites left the meeting at 9:33 p.m. prior to the vote.

Vote: 5 ayes. Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve the proposed middle school staffing change for the 2020-2021 school year. Mr. Cruson seconded.

Dr. Rodrigue said that we are asking to include a middle school math interventionist position next year to meet the needs of our struggling math students. Foreseeing additional support in

the areas we looked at changing the title of that position to SRBI Coordinator which requires a 092. This is still a teacher level position and would still support students through intervention in math as well as support in the school as the SRBI Coordinator. It would increase the level of responsibility for this position including helping to coach teachers. We would like to include a stipend of 8% for this position as other coordinators receive.

Mr. Delia asked the budget impact.

Dr. Rodrigue said it would be between \$8,000 and \$9,000.

Mrs. Zukowski asked if this was added because of COVID 19 issues or the SRBI program.

Dr. Rodrigue said this would be a long-term need but also due to COVID when you think of struggling learners. There will be an increased number of students needing these services.

Vote: 5 ayes. Motion passes.

Dr. Rodrigue said the second staffing change does not require action as there is no budgetary impact. We want to focus on the World Language program in grades K-5. The Spanish program has its own definitive space in the schedule. This is a good time to put grade six on pause for now and focus on the K-5 program since it will be new to grade five next year. Using the proposed position for grade six will help with scheduling.

Mrs. Uberti said another consideration is looking ahead at how trying to add Spanish to sixth grade would impact that group moving forward. We would have to modify what seventh and eighth grade Spanish would look like for those sixth graders.

Mr. Cruson confirmed this was a one-year pause and the fifth graders this year will get Spanish in sixth grade. If we repurpose this .5 position which was supposed to be for sixth grade, we will have to add another .5 position for the following year.

Mrs. Uberti stated that next year will be the first year that K-8 will be on a common schedule. We might have to increase the FTE for Spanish but staff may be able to be shared K-8. We are also going to look at students taking a second language after Spanish.

First Read of Policy 3171.1 Non-lapsing Education Fund:

Mr. Cruson said the overall goal of this policy was to make it so we hopefully won't have to change it every time the State makes a change to the statute and he reviewed the revisions.

Mr. Delia suggested that since this refers to Policy 3160 we might want to look at them at the same time.

Mr. Cruson said that policy is just procedures of the budget.

Mr. Bienkowski stated that in Policy 3160 there is another reference to not exceeding 1% so that needs to be changed in that policy also.

Mrs. Ku said we can pass the policy at a later date if there is a conflict.

Mr. Delia said this was a first read and asked if the Policy Committee would consider bringing the other policy to the table.

Mr. Cruson said they would look at that policy again.

Mrs. Zukowski said that in the CIP/Finance Committee meeting Sandy Roussas noted the word "planned" as it could have an impact on financial planning. We don't need the vote of the Board of Finance for us to take money from the fund. She sent a note to Bob Tait regarding the

difference between appropriation and funding. We might end up doing actions that might not seem like we were being cooperative. We need to understand the appropriations process for capital improvements. Certain things have a multi-board process. She thinks we should talk to the Board of Finance regarding that word and bring in other boards about the process.

Mrs. Ku said before we bring in other boards we should have the conversation with our Board and Business Director regarding the questions Mrs. Zukowski was bringing up in the CIP/Finance committee.

Mr. Delia said that policy would be part of the discussion at that meeting.

Mr. Bienkowski said the word planned was inserted to address the possibility and concern about us planning uses for the non-lapsing fund. It has nothing to do with other boards or agencies. It has to do with our CIP. If we have a CIP project and want to offer financial support to move that project along this is the only way we could do it.

Mr. Delia agreed with Mr. Bienkowski and appreciated his clarification.

Mrs. Zukowski also appreciated his clarification but felt it was important to see Policy 3160.

MOTION: Mr. Delia moved that the Board of Education approve the HVAC project for Hawley School for indoor air quality improvements be referred to the Public Building and Site Commission for project review and management. Mr. Cruson seconded.

Mrs. Ku spoke with Dan Rosenthal and Bob Mitchell and they are anxious to get this project going. If we transfer project to Public Building and Site and they will set up a team including Mr. Gerbert, Mr. Bienkowski and Board members. The team will interview contractors and make recommendations. The \$300,000 was approved by Board of Finance.

Vote: 5 ayes. Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve the continuation of the school activities fund accounts. Mr. Cruson seconded. Motion passes unanimously.

Dr. Rodrigue said this is something we do annually.

Mrs. Ku stated that part of our policy is to approve this on an annual basis.

Motion passes unanimously.

Item 7 – Public Participation - none

MOTION: Mr. Cruson moved to adjourn. Mr. Vouros seconded. Vote: 5 ayes.

Motion passes.

Item 8 – Adjournment

The meeting adjourned at 10:12 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

May 5, 2020

TO: Dr. Lorrie Rodrigue

FROM: Kim Longobucco

Please accept the donation of a Murray, Single Stage 21" 4.5 HP electric snow blower at an estimated value of \$200 from Mariane Grenier

The snow blower will be used by Newtown High School Tech ed Classes.

Thank you.

Correspondence Report
05/05/2020 – 05/18/2020

Date	Name	Subject
5/5/20	Michelle Ku	Fwd: Important Update from the Superintendent (Closure of schools by governor)
5/5/20	Michelle Ku	Informational: Teacher/Staff Appreciation
5/5/20	Kathy June	Letter to Parents and Staff
5/5/20	Kathy June	Enrollment Report April 30, 2020
5/6/20	Michelle Ku	Update from the BOE (Letter to BOF about non-lapsing fund request)
5/7/20	Joanne Morris	Letter from Board of Education on the Use of the Non-Lapsing Account
5/8/20	Kiley Gottschalk	BOF 5/11/20 Agenda
5/8/20	Colin Hoben	Thank You Letter
5/11/20	Donna Norling	C&I Agenda and Attachment
5/11/20	Donna Norling	Attachment for C&I Meeting
5/12/20	Lorrie Rodrigue	Fwd: Budget Update
5/13/20	Kathy June	June 2 BOE Meeting
5/15/20	Kathy June	BOE Mailing – May 19, 2020
5/15/20	Kathy June	Budget Summary Detail
5/18/20	Mary Colon	Question (about who is advising the Governor about reopening the schools)
5/18/20	Lorrie Rodrigue	Fwd: Board Member's questions regarding Policy 5144.1 – User of Physical restraint and/or Seclusion

NMS Moving Up Program June 2020

NMS feels it is important for us to recognize the importance of this milestone in our students' academic career. Given the challenges that our present situation finds us in we would like to celebrate our students through Cluster personalized recorded video.

Date for video release: Friday June 12th or Monday June 15th. Students will receive their Moving-Up Certificates prior to the program along with a printed program containing the students' names.

The first part of the program will consist of multiple pre-recorded segments, all of which will be combined into one video.

Part One:

- Introduction and Welcome Remarks - Tom Einhorn
- Congratulatory Remarks - Dr. Rodrigue
- Congratulatory Remarks - Dr. Longobucco
- Student Participation - Student Council
- Awards Recognition- Tom Einhorn
- Additional Awards - Jim Ross
- Closing Remarks & Introduction to Part Two - Tom Einhorn
- Musical Interlude- NMS Student Selection

Each of the four Clusters would record their own Part Two of the program which is personalized to their Cluster. Part Two will be added after Part One creating one complete video. Each Cluster will have their own individualized video to be shared via link to their students & families.

Part Two:

- Cluster Greetings - Cluster Teachers
- Cluster Awards - Cluster Teachers
- Reading of the Student Names- Cluster Teachers
- Closing Comments- Cluster Teachers

**Newtown High School
Graduation Plans 2020**

**Part 1- Curbside Senior Bag Pick-Up & Banner Signing - Friday June 5th
(Staffed by NHS Administrators and secretaries - all wearing mask and gloves)**

- Cap and Gown
- Senior T-Shirt
- National Honor Society Cords
- Freshman letters
- Community service pins
- Graduation Programs
- Awards
- Graduation Name Card

Part 2- Record Speeches-

Dr. Longobucco has spoken to the 4 student speakers and one faculty speaker who will be giving speeches. All speeches will be submitted by Monday June 1st for final review and approval. Beginning Thursday June 4th, individual appointments will be scheduled for speeches to be recorded in the NHS Auditorium. Students will wear their cap and & gown, staff will wear graduation regalia . All speeches will be given at the podium on the stage with the Newtown High School Class of 2020 banner hanging and flags positioned accordingly. Dr. Longobucco, Dr. Rodrigue and Dr. Ku will all record speeches in the auditorium as well. There will be a total of 8 speeches.

Part 3- Diploma Pick-Up

A stage (16 x 24 feet) will be set up in the first bus loop closest to the building. The stage rental will include the necessary backdrop, stage skirt and stairs. The diploma pick up will occur over the course of 3 days (June 10th, 11th & 12th) in 4 hour time blocks. The dates will be organized alphabetically. There will be an hour on the last day for any student that missed their scheduled time. Within the assigned day, students will further be assigned alphabetically by the half hour.

Security will be at the entry gate with a schedule and list of appointments. Cars will need to stop briefly and provide their name to be admitted. Cars will then park in designated spots that will be marked with cones or flags. A staff member or security person will help with parking and manage when students are permitted to exit their cars. Students will wait until directed by the staff member to proceed to the first table where a staff member will verify that the student has their graduation name card (extras will be available). The student is then directed to the next location, the end of the line. The line will be marked with spots on the ground that are separated by 6+ft (10 total spots). Students will move accordingly through the spots leading towards the stage.

Upon arriving at the stage the student will proceed to the first "X" and drop their card on the table, Dr. Longobucco (or other Admin) will then grab the card (wearing gloves) and read the

students name. The podium will be in the back-middle of the stage which will give students plenty of space to pass 6 feet in front of all adults. The student will walk to the next "X" and pick up the diploma cover off the table. They will then proceed to the final "X" in front of Dr. Rodrigue (or other Admin/BOE members) There will be clapping and acknowledgments but no handshakes. The student will turn, face their parents, and move their tassel. The student then proceeds down the stage stairs to the designated picture area.

Lifetouch Photography will be stationed further down the sidewalk with a backdrop and flags for individual student photographs. The Lifetouch Photographer will be 6+ feet away and will wear a mask and gloves. Lifetouch photo packages will be available for purchase. Additional spots will be marked on the ground 6+ feet away in case of a back up.

The student will then proceed to the final tables, where their School Counselor (and BOE rep) will provide them with their official diploma. All School Counselors will wear masks and gloves. Students will then proceed back to their parents and their car.

Parents/family will remain in their car until their student arrives near the stage. At that point a staff member will escort the parents to the designated picture area. The picture area will be clearly marked and 6+ feet away from other set areas. Once the student has crossed the stage the family will go back to their car. Families may not follow their students to the Lifetouch photo location or the diploma tables.

All support staff, teacher volunteers, security, and parents will wear masks. Students and Administrators on the stage will not. Students may choose to wear a mask if that makes them more comfortable.

Part 4- Senior Parade

All interested Seniors will arrive at NHS at 1:30pm on Monday June 15th. Students are encouraged to decorate their car. An adult should plan to drive the car to ensure that students remain in their car at all times. This will also allow students to safely wave through the sunroof or window and fully enjoy the parade. Cars will be organized in the NHS parking lot. Security will help organize cars and direct them towards the exit. The parade will have a police escort followed by a school bus with the signed NHS Class of 2020 banners on each side. The parade route will be closed to all traffic. The planned route will take a left out of NHS towards Sandy Hook center, left on Church Hill Rd, left on Main Street, left on Wasserman Way and left back onto Berkshire Rd, where students must then proceed home. NHS gates will be closed to assure students to not return. The parade route will be published on social media in advance and sent to all NPS families so they can join the festivities along the way. The parade will be filmed and used as part of the final graduation video.

Part 5- Video Debut

We will compile the pre-recorded speeches, National Anthem, choral music selection, all (411) students crossing the stage and short clip from the parade, senior bag pick up and banner

signing into one video to be shared at the "Official Graduation Date" (Potentially Friday June 19th- 6pm). The video will be a downloadable link for all families to save and keep free of charge. It will also be shareable with families and friends around the country so they can see their graduates walk across the stage.

Part 6- Senior Picnic

Tentatively, Wednesday July 29th from 2pm-5pm, pending progress in social distancing relief, Seniors will return to Blue and Gold Stadium one last time. We will provide several food trucks, play the full graduation video on a big screen, offer a time for yearbook signing and invite faculty and staff to wish the Seniors well for a final time.

NPS
Newtown Public Schools
Activity Accounts
Period Ending March 31, 2020

Hawley School
Acct# 729519990
Managed by: Secretary
Approved by: Principal
Current Balance: \$7,753.68

Middle School
Acct# 729519974
Managed by: Secretary
Approved by: Principal
Current Balance: \$129,223.57

Sandy Hook School
Acct# 729519931
Managed by: Secretary
Approved by: Principal
Current Balance: \$10,712.73

High School
Acct# 729519624
Managed by: Secretary
Approved by: Principal
Current Balance: \$628,142.32

Middle Gate School
Acct# 701053826
Managed by: Secretary
Approved by: Principal
Current Balance: \$5,144.51

Custodial Account
Acct# 729516781
Managed by: Assistant Business Director
Approved by: Director of Business
Current Balance: \$83,007.61

Head O'Meadow
Acct# 729519851
Managed by: Secretary
Approved by: Principal
Current Balance: \$1,938.78


Continuing Education
Acct# 729519755
Managed by: Bookkeeper
Approved by: Director of Continuing Ed
Current Balance: \$21,578.96

Reed Intermediate
Acct# 729519966
Managed by: Secretary
Approved by: Principal
Current Balance: \$42,986.58



English I & English III (American Literature)

Curriculum Revisions
May 19, 2020
Abi Marks, English Department Chair



Goals of the Revisions

- Create concept-based units
- Align with conceptual scope and sequence that builds grades 9-11
- Ensure skill-building aligned with CT Core Standards
- Maintain flexibility in choice of texts within units
- Plan common assessments within units

English I



How do we help our students transition to the high school, both in terms of process and concept?

I ♥
Short
Stories

English I
Unit 1

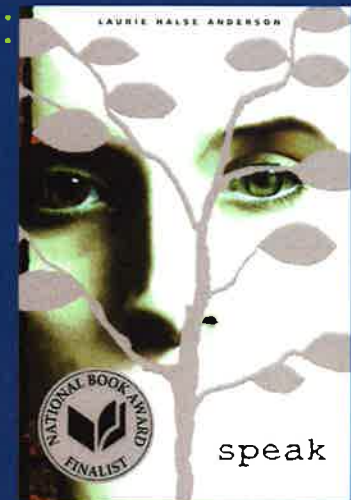
Understanding What
Makes Us Human

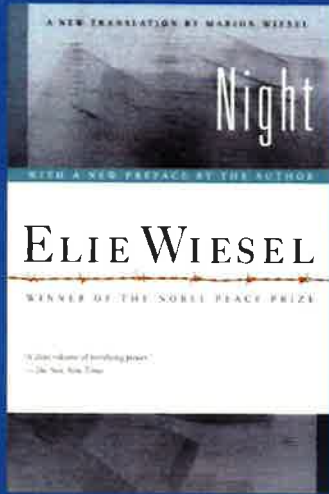
Conceptual Lens: Voice & Identity

Process: inferencing, close
reading

Knowledge: human nature,
empathy

Summative Assessment:
narrative writing





English I Unit 2

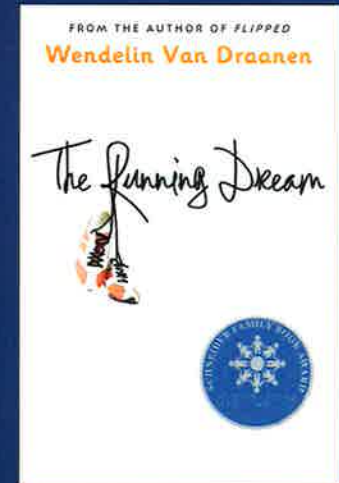
Recognizing &
Responding with
Resiliency

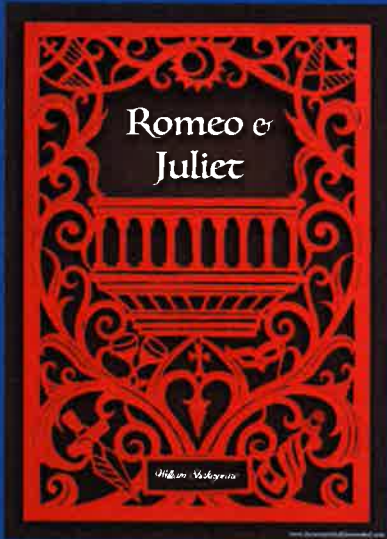
Conceptual Lens: Perception,
Balance & Hardship

Process: literary device analysis,
selecting text evidence

Knowledge: resiliency, conflict,
journey

Summative Assessment:
literary analysis





English I Unit 3

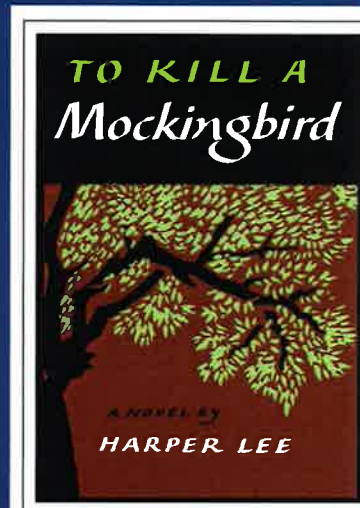
Life is a Matter of
Decisions

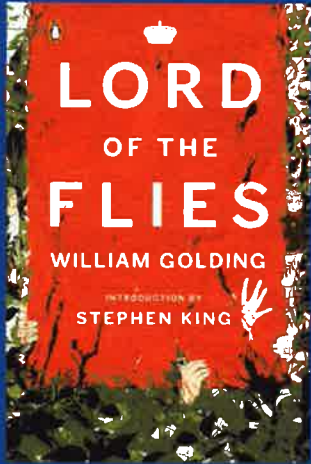
Conceptual Lens: Beliefs & Reason

Process: argument, validating sources, comparing

Knowledge: emotion, reason, bias

Summative Assessment:
argument





English I Unit 4

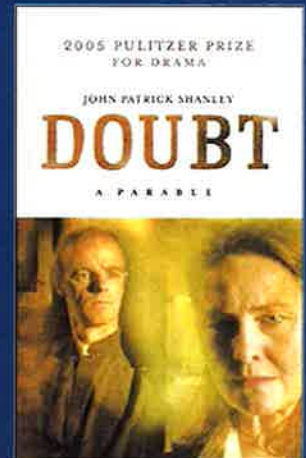
Stand Up, Speak Out:
A Call for Social
Justice

Conceptual Lens: Influence &
Transformation

Process: speaking, listening

Knowledge: silence, prejudice,
integrity

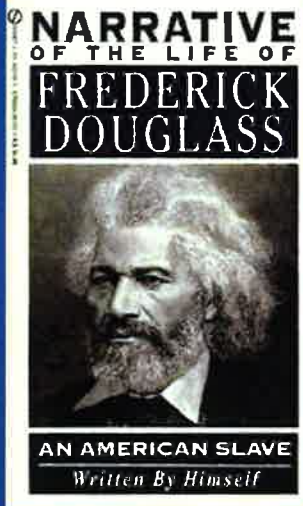
Summative Assessment:
social issue argument



American Literature

How do we build our students' understanding of how they fit into the scope of American voices?





American Lit Unit 1

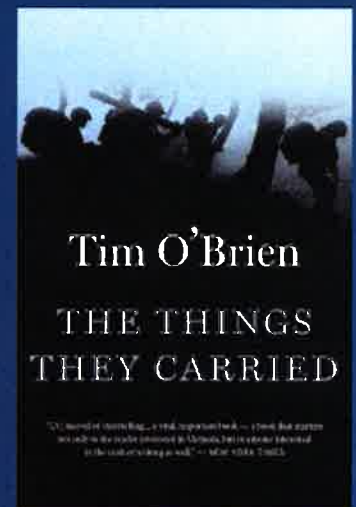
Who Are We?

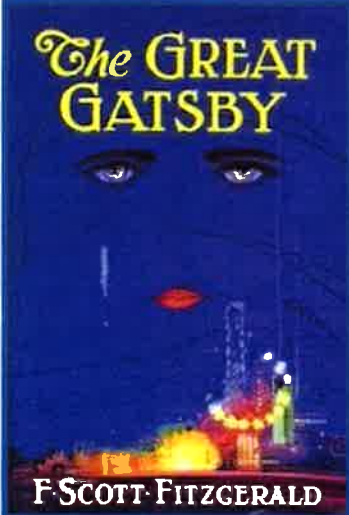
Conceptual Lens: Identity & Perception

Process: development of voice, writing for self and audience

Knowledge: truth, memory

Summative Assessment: memoir





American Lit Unit 2

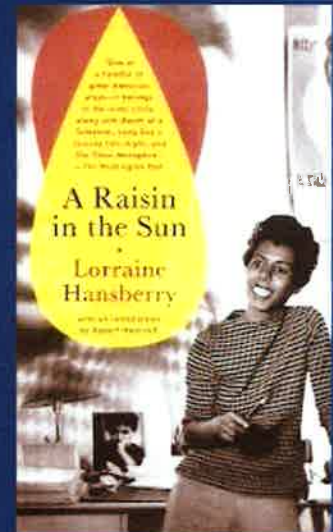
What is the American
Dream?

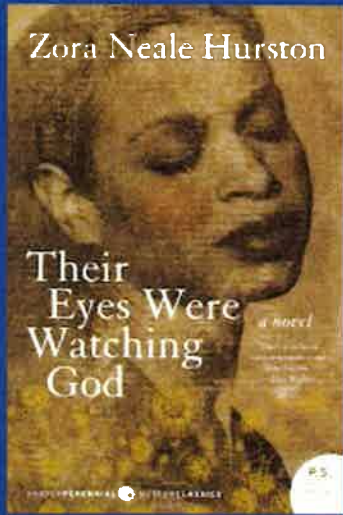
Conceptual Lens: Opportunity

Process: argument, rhetoric

Knowledge: social mobility,
perception

Summative Assessment:
argument/opinion editorial





American Lit Unit 3

Amplifying All Voices

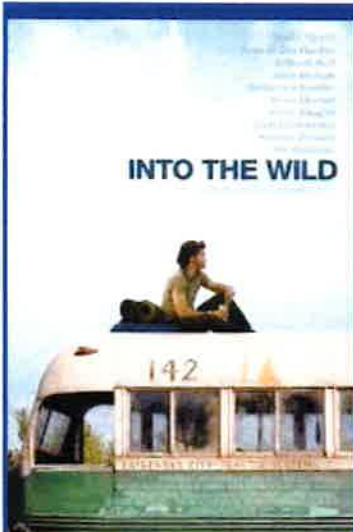
Conceptual Lens: Agency & Justice

Process: close reading, analyzing structure

Knowledge: marginalization, injustice

Summative Assessment: literary analysis





American Lit Unit 4

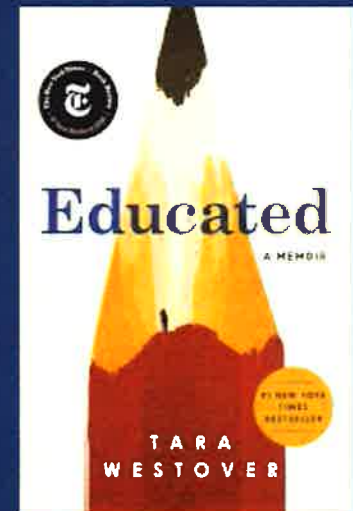
Power of Inquiry

Conceptual Lens: Inquiry

Process: research, synthesis

Knowledge: authenticity,
versatility

Summative Assessment:
Proteus Project



Vertical Alignment

Course	Unit 1	Unit 2	Unit 3	Unit 4
English I	Understanding What Makes Us Human Lens: Voice & Identity Skills: Theme Narrative Writing	Recognizing and Responding with Resilience Lens: Perception, Balance & Hardship Skills: Literary Analysis	Life is a Matter of Decisions Lens: Beliefs & Reason Skill: Argument	Stand Up, Speak Out: A Call for Social Justice Lens: Influence & Transformation Skill: Analysis & Speech
English II	Conventions and the Unconventional in Storytelling Lens: Structure & Form Skill: Narrative Writing	Why We Tell Stories Lens: Voice & Identity Lens: Analytical Essay	Beyond Winning the Argument Lens: Purpose & Perspective Skill: Argument	Agency in Life and Writing Lens: Agency Skill: Synthesis
English III	Who Are We? Lens: Identity & Perception Skill: Memoir Writing	What is the American Dream? Lens: Opportunity Skill: Argument	Amplifying All Voices Lens: Agency & Justice Skill: Literary Analysis	Power of Inquiry Lens: Inquiry Skill: Synthesis



Thank you!

[PROBABILITY](#)

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

Minutes of the Board of Education meeting held virtually on May 5, 2020 at 7:00 p.m.

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

L. Rodrigue
A. Uberti
R. Bienkowski
3 Staff
Public by phone

Mrs. Ku called the meeting to order at 7:00 p.m. with Board members joining virtually and members of the public joining on the phone line. The meeting was also being recorded. The Board members on video were Dan Delia, Dan Cruson, Debbie Leidlein, Rebekah Harriman-Stites, Deb Zukowski, Hannah Jojo, and Milan Chand. John Vouros joined by phone. Dr. Rodrigue, Mrs. Uberti, Mr. Bienkowski, Dr. Longobucco, Amy Deeb and Rachel Torres joined by video and members of the public joined by phone.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of April 21, 2020 and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation - none

Item 4 – Reports

Chair Report: Mrs. Ku wished our teachers a happy Teacher Appreciation Day. These last months of the school year we usually acknowledge the Board's work and staff members for their contribution to making the district work. She expressed gratitude for the work our teachers are doing for Newtown students. The Governor has appointed a Regional Advisory Committee regarding how to reopen schools. She will be on one of the committees and was open to bringing suggestions from the Board. They met for the first time today and there are a lot of concerns to be addressed. The Legislative Council will be taking final action on the budget tomorrow evening or possibly extending that to their May 20 meeting if not approved.

Mr. Delia asked if there was a timeline or schedule yet for the regional task force.

Mrs. Ku said the meetings will be held once a week but there is no end point set.

Superintendent's Report: Dr. Rodrigue stated that all schools will close on June 16 for staff and students. We are prepared to continue with our alternative learning plan. She has examples of the alternative teaching plan including interactive lessons, morning meetings and videos showing the productive path teachers have taken. Teachers, staff, families and students have risen through all of these adverse conditions. We received one retirement this month for Tracy Fanelli, a second grade teacher, and a resignation from Lou Ianello, middle school music teacher and we wish them well.

We will be working on a plan for the middle school ceremony and high school graduation and will bring it to the Board very soon. This week is Teacher Appreciation Week, which is no better time to honor staff for persistence and collaboration with students and families. They are truly our heroes.

Mrs. Harriman-Stites asked if there was a timeline for presenting a celebration for the graduates of 2020 as parents are concerned. We should have some sort of ceremony.

Dr. Rodrigue said we have been talking to other districts and should have something to present at the next meeting.

Mr. Cruson asked if there were plans for students to pick up their things from the schools.

Dr. Rodrigue said we are going to lay out a plan in a very scheduled way to keep everyone safe when they pick up their belongings.

Mr. Cruson asked if plans were being discussed around the loss of orientation for fourth grade students moving to Reed and the middle school students moving to the high school and how those students would transition.

Dr. Rodrigue said we have plans to speak with our leaders for all schools. The biggest concern is how to get people together safely but the Board and parents will be informed.

Mr. Delia asked how participation was with students.

Dr. Rodrigue stated that we're seeing a good level of participation. We want to have percentages so teachers can share student engagement. They all meet through PLCs. She was impressed by the families and the work of the students. We are reaching out to those students who are less engaged.

Mr. Delia asked if there were any big changes to instruction coming.

Dr. Rodrigue said we are in a really good space now. We want teachers to feel confident in what they are doing. There are morning meetings, interactive sessions, and group sessions being held. If we had to do this again, we are very prepared.

Committee Reports:

Mr. Delia reported that the CIP Committee met last week to discuss the non-lapsing fund and also discussed the policy.

Mrs. Harriman-Sites said the Policy Committee met about the non-lapsing policy at their last meeting. They made some changes to keep in line with current legislation and agreed that any discussion how policy should be used would be in the regulation. Those will be brought to the Board.

Mr. Cruson reported the Communications Committee met yesterday. They will produce two newsletters this year with one in July regarding distance learning and what we are going through now. The next one will be in November for a retrospective on how distance learning went, as well as the re-entry plan. Next year we will go back to four. We discussed how we would distribute newsletters in the future to a broader audience for the whole community as well as parents. He looked for some feedback from the Board tonight on possible topics. They will have two "Did you know" boxes which would include information such as how technology was deployed and the number of devices we provided to students since this happened. There will be articles on Special Education through distance learning, Unified Arts and how it's been delivered, and staff changes and practice with staff profiles on how they delivered content to students. He also wanted a student perspective and hoped to engage our student reps for that.

Mrs. Harriman-Stites thought this was a great and comprehensive plan. A suggestion was including student work to see that excellence was happening. She appreciated their hard work. Mr. Vouros suggested using artwork from each school and each grade level since there will be no art shows this year.

Mr. Vouros reported the Curriculum & Instruction Committee met and Amy Deeb was here to discuss the Sociology and Western Studies I and II curricula. They also met with Abi Marks regarding the upcoming English curriculum.

Student Reports:

Mrs. Ku welcomed back the students.

Ms. Jojo reported that teachers sent videos explaining assignments and Google Classroom is working very well. Office hours were also set up to meet with teacher and classmates.

Distance learning is working well and staff members are working hard.

Mr. Chand said the new grading policy has received a lot of positive feedback because it helps every student adjust to this learning practice. This new atmosphere gives students more time for studying and this is keeping students accountable for their work.

Ms. Jojo noted this was Teacher Appreciation Week and students have been emailing their teachers and thanking them for their hard work and commitment to Newtown High School.

Mr. Chand said it was good to see everyone was connecting. Seniors have decided on their college with some college deadlines pushed back to June 1. There are still exciting things happening to the seniors. We are happy with the administration working very hard for us. He would love to see more resources diverted to mental health during this time especially at the younger grades. Although sad, we are very grateful and looking forward to some sort of celebration.

Mrs. Ku said we are looking forward to the end of year celebration which we all feel is important.

Item 5 – Old Business

MOTION: Mr. Delia moved that the Board of Education approve the request to use \$300,000 from the non-lapsing account for Hawley HVAC engineering. Mr. Cruson seconded.

Mr. Delia said the CIP Committee discussed this and wanted to eliminate having this expense on the CIP. We agreed to support this motion as a good use of this money and a way to give back a portion of money to taxpayers at this time.

Mrs. Zukowski said the policy about removing money from the non-lapsing fund indicates we are to forward our requests to the Board of Finance but there is no language about what we were expecting them to do or what we would do if not approved.

MOTION: Mrs. Zukowski moved to amend the motion to add “subject to the approval of the Board of Finance” to the end of the motion. Right now the Hawley HVAC is part of an appropriations process that is not completed.

Mrs. Zukowski was concerned about jumping ahead saying we will pay for it. Sandy, the Board of Finance Chair, said she wasn't sure that circumventing the appropriations process would do us well in the future. Mrs. Zukowski said she was concerned it might cause tension between the boards. Technically, it's just not done now. Adding this at the end of the motion we will be within the financial process.

Mr. Cruson seconded the amendment to the motion to add the wording “subject to the approval of the Board of Finance.”

Mrs. Ku said there is no circumventing of an approval process right now. The Legislative Council will not take action on this request to the Board of Finance.

Mrs. Zukowski said the issue then is we are creating a new path in terms of the process associated with capital improvements. Ordinance 310 says that anything that is .25% of the budget is considered a capital project and must go through the CIP process. If we were to take it off the approved appropriations path there could be a concern among various boards that we have a short cut to funding significant capital improvements projects.

Mr. Delia questioned Mrs. Zukowski's motion. We are requesting this of the Board of Finance and not circumventing anyone.

Mrs. Zukowski said if we approve this then the Legislative Council has to remove it from the CIP process. The Legislative Council is impacted by this motion and she wasn't sure that's where we want to go. She hoped tomorrow the Legislative Council would move it through the special appropriations process.

Mrs. Ku said we are just asking the Board of Finance to approve the use of the money. The Legislative Council doesn't need to weigh in on it.

Mr. Bienkowski said he spoke to Bob Tait about this motion and if this was approved tonight the Legislative Council would rescind their action. Also, regarding the .25% in the Charter, the Board of Finance had changed the CIP policy to read anything over \$200,000. They took out that .25% from the policy. If the Board of Education approved this, a letter would go to the Board of Finance Chair stating the Board of Education approved this tonight and would explain the use of the funds for this project in the 2021-2022 fiscal year. This action also reduces the Town's requirement for a separate approval and removes the need to include this is debt service for next year. The Board of Finance will add to their agenda next Monday night.

Mrs. Harriman-Stites verified that we are just talking about the words Mrs. Zukowski wants to add in her motion.

Dan Delia supported her motion.

Vote on amendment: 5 ayes, 2 nays (Mrs. Leidlein, Mr. Vouros) Motion passes

Mrs. Harriman-Stites said our policies just addresses what the Board of Education does, not what the other boards do. There was some talk that it would set a bad precedent if we did this and she wasn't sure if it was Mrs. Zukowski's summation and that Mrs. Zukowski was not speaking on behalf of the Board of Finance Chair. She just wanted clarification on that.

Mrs. Zukowski stated that the Board of Finance Chair at the CIP/Finance Committee meeting said she was concerned about potentially circumventing the financial processes. "Circumvent" was the word she used.

Mrs. Harriman-Stites said we aren't circumventing processes and were doing the taxpayers a service. She disagreed that we were circumventing anything.

Mrs. Leidlein did not feel this was circumventing this process. We have been open with the Board of Finance in making this request. She didn't get the impression that the Board of Finance Chair was concerned.

Mr. Cruson agreed with comments regarding using this money to reduce the debt service but he was uncomfortable supporting this motion because of everything going on at this time and what September will look like regarding what changes we might have to make and what money we might need.

Mrs. Ku understood his concerns about the huge changes next year but there has to be a certain amount of trust that if those needs come up we will make the argument that we need the money for specific purposes for education and have trust in the process.

Vote on main motion: 6 ayes, 1 nay (Mr. Cruson) Motion passes.

Item 6 – New Business

First Read of Sociology Curriculum and Western Studies I and II Curriculum:

Dr. Longobucco introduced Amy Deeb, Social Studies Department Chair and Rachel Torres, social studies teacher.

Mrs. Deeb said that the Holocaust and genocide needed to be added according to Public Act 18-24 and they chose these for the Western Studies curriculum. Changes were made in the last unit for World War II. It is a full year course instead of split into two semesters.

Mrs. Torres presented the changes.

Mrs. Harriman-Stites commended them for looking at the legislation and embracing the spirit of what it was intended to do.

Mrs. Zukowski said it was important to make sure people realize the best people can be and the worst people can be. Genocide has occurred in many areas. She asked if this was the only time we address genocide or was it in other subjects.

Mrs. Deeb said it was discussed in Sociology in grade 11. Mrs. Torres said it was also in African Studies and U.S. History when discussing Native Americans.

Mrs. Deeb spoke about the Sociology curriculum. This is a semester course with four units which are culture, conformity and deviance, socialization, and dominant and minority groups.

First Read of Policies:

Mrs. Harriman Stites said that Policy 5144.1 updates are based on new legislation. We took a CAFE policy and made some adjustments. This policy is required by law and the regulations were attached.

Policy 5151.5 has some edits to make it more current and use language which complies with what we are teaching our students. It has a very lengthy regulation which has been developed around suicide prevention strategies.

Mrs. Zukowski asked if we had current policies for these two or if these were the current policies.

Mrs. Harriman-Stites said there were no current policies around this. The edits are CAFE recommendations. The numbering has changed so the old one might be found under a different number.

Mr. Cruson said it was Policy 7-702 which is the old numbering.

Item 7 – Public Participation

Tom Kuroski, teacher and NFT President, addressed the Board and offered prayers for the community members dealing with the tragedy and heartbreak of COVID 19. He recognized our amazing teachers who are the best in the State and cannot be appreciated enough. They are always willing to learn and work hard for students and families. They have received the support and encouragement of the central office and district administrators and they have been

remarkable providing teachers with the resources they needed. Dr. Rodrigue, Mrs. Uberti and the building administrators worked collaboratively with teachers to create this plan. It has been a unified effort to have a meaningful education for students. We will continue to work as a collective team in the best interest of our students. This amazing district has risen to a challenge to be sure our students receive the best education possible. On behalf of the Newtown Federation of Teachers we thank the Board of Education for improving the teaching and learning in our schools. We are Newtown strong and we are the best. God Bless.

Mrs. Ku appreciated this and thanked Mr. Kuroski for his dedication the dedication of the teachers.

MOTION: Mr. Cruson moved that the meeting adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 9:12 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
April 30, 2020**

SUMMARY

This financial report for the month of April indicates that the Board of Education spent approximately \$7.2M; \$4.0M on salaries; \$2.1M on employee benefits (includes our 4th payment to the self-insurance fund), with the balance of \$1.1M for all other objects.

The projected balance is generally consistent with last month.

The more significant changes have occurred in the Purchased Property Services and the Other Purchased Services accounts. The former now includes additional expenses for Building Repairs plus \$30,000, Equipment Repairs plus \$68,000 and Building and Site Improvements plus \$34,000. The latter includes additional expenses for Contracted Services plus \$37,000 and Tuition plus \$149,000 which is offset by reduced costs for Transportation providing additional funds of approximately \$271,000 which results from the finalization of billings for reduced services. The additional Tuition expense is primarily the result of the Excess Cost Grant providing less offset due to a couple of students exiting.

The balance in Supplies has increased by approximately \$58,000 primarily due to savings in electricity, while this is offset by equipment \$38,000, including potential additional technology and custodial equipment.

The Excess Cost Grant has been calculated by the State on the March data submission along with all other school districts reporting. The grant will be \$118,937 less than the reported amount last month and will be at a rate of 70.89%.

This report should not be considered a precise financial prediction as we are dealing with an unprecedented situation with many uncertainties impacted by COVID-19, for us and the vendors we do business with. It is based on the information available including reasonable assumption where no definitive direction exists.

We will continue to monitor expected expenses and will make recommendations as to opportunities to offset future expenditures.

No additional revenues were received in April.

Ron Bienkowski
Director of Business
May 14, 2020

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2018-19 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies budget transfer recommended for current month action.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.

- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$37,700 for this year.

The last portion of the monthly budget summary reports school generated revenue that are anticipated revenue to the Town of Newtown. Fees and charges include:

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for parking permits.
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - APRIL 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 48,042,992	\$ 50,205,315	\$ -	\$ 50,205,315	\$ 36,471,682	\$ 13,186,077	\$ 547,556	\$ 52,559	\$ 494,997
200	EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ -	\$ 11,093,340	\$ 10,634,661	\$ 250	\$ 458,429	\$ 466,954	\$ (8,524)
300	PROFESSIONAL SERVICES	\$ 767,554	\$ 797,835	\$ -	\$ 797,835	\$ 507,708	\$ 106,379	\$ 183,748	\$ 130,827	\$ 52,921
400	PURCHASED PROPERTY SERV.	\$ 2,243,310	\$ 2,292,742	\$ -	\$ 2,292,742	\$ 1,748,956	\$ 226,140	\$ 317,645	\$ 304,111	\$ 13,534
500	OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ 100,000	\$ 9,211,879	\$ 6,937,596	\$ 2,930,160	\$ (655,877)	\$ (870,776)	\$ 214,899
600	SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ -	\$ 3,671,332	\$ 2,504,385	\$ 194,578	\$ 972,369	\$ 451,109	\$ 521,260
700	PROPERTY	\$ 756,806	\$ 757,572	\$ -	\$ 757,572	\$ 514,306	\$ 248,483	\$ (5,218)	\$ 53,626	\$ (58,843)
800	MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ -	\$ 74,395	\$ 60,913	\$ 3,071	\$ 10,411	\$ 2,300	\$ 8,111
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ (100,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ 75,725,459	\$ 78,104,410	\$ -	\$ 78,104,410	\$ 59,380,207	\$ 16,895,140	\$ 1,829,063	\$ 590,709	\$ 1,238,354
900	TRANSFER NON-LAPSING	\$ 328,772								
GRAND TOTAL		\$ 76,054,231	\$ 78,104,410	\$ -	\$ 78,104,410	\$ 59,380,207	\$ 16,895,140	\$ 1,829,063	\$ 590,709	\$ 1,238,354

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - APRIL 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	SALARIES									
	Administrative Salaries	\$ 3,926,453	\$ 4,156,163	\$ -	\$ 4,156,163	\$ 3,423,834	\$ 727,457	\$ 4,872	\$ 3,953	\$ 919
	Teachers & Specialists Salaries	\$ 30,602,780	\$ 31,770,823	\$ -	\$ 31,770,823	\$ 21,896,591	\$ 9,697,670	\$ 176,562	\$ -	\$ 176,562
	Early Retirement	\$ 40,000	\$ 32,000	\$ -	\$ 32,000	\$ 32,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 89,327	\$ 94,514	\$ -	\$ 94,514	\$ 80,602	\$ -	\$ 13,912	\$ 8,200	\$ 5,712
	Homebound & Tutors Salaries	\$ 150,895	\$ 162,236	\$ -	\$ 162,236	\$ 68,232	\$ 23,130	\$ 70,874	\$ 3,000	\$ 67,874
	Certified Substitutes	\$ 629,852	\$ 652,430	\$ -	\$ 652,430	\$ 506,798	\$ 64,685	\$ 80,947	\$ (15,130)	\$ 96,077
	Coaching/Activities	\$ 621,521	\$ 652,752	\$ -	\$ 652,752	\$ 634,322	\$ -	\$ 18,430	\$ -	\$ 18,430
	Staff & Program Development	\$ 226,225	\$ 213,494	\$ -	\$ 213,494	\$ 95,483	\$ 30,383	\$ 87,628	\$ 71,000	\$ 16,628
	CERTIFIED SALARIES	\$ 36,287,053	\$ 37,734,412	\$ -	\$ 37,734,412	\$ 26,737,862	\$ 10,543,325	\$ 453,225	\$ 71,023	\$ 382,202
	Supervisors/Technology Salaries	\$ 879,898	\$ 934,371	\$ -	\$ 934,371	\$ 766,472	\$ 151,284	\$ 16,615	\$ 1,000	\$ 15,615
	Clerical & Secretarial Salaries	\$ 2,261,580	\$ 2,339,317	\$ -	\$ 2,339,317	\$ 1,849,160	\$ 478,995	\$ 11,162	\$ 2,500	\$ 8,662
	Educational Assistants	\$ 2,577,377	\$ 2,783,832	\$ -	\$ 2,783,832	\$ 2,141,004	\$ 647,120	\$ (4,292)	\$ -	\$ (4,292)
	Nurses & Medical Advisors	\$ 734,534	\$ 779,871	\$ -	\$ 779,871	\$ 541,301	\$ 222,499	\$ 16,070	\$ 6,000	\$ 10,070
	Custodial & Maint. Salaries	\$ 3,116,314	\$ 3,212,091	\$ -	\$ 3,212,091	\$ 2,531,619	\$ 602,029	\$ 78,443	\$ 7,500	\$ 70,943
	Non-Certied Adj & Bus Drivers Salaries	\$ 12,745	\$ 25,022	\$ -	\$ 25,022	\$ 17,423	\$ 7,599	\$ -	\$ -	\$ -
	Career/Job Salaries	\$ 48,376	\$ 141,195	\$ -	\$ 141,195	\$ 103,155	\$ 86,442	\$ (48,402)	\$ (41,000)	\$ (7,402)
	Special Education Svcs Salaries	\$ 1,172,425	\$ 1,271,345	\$ -	\$ 1,271,345	\$ 946,705	\$ 327,061	\$ (2,421)	\$ (8,464)	\$ 6,043
	Attendance & Security Salaries	\$ 580,533	\$ 605,759	\$ -	\$ 605,759	\$ 472,572	\$ 119,723	\$ 13,464	\$ 1,500	\$ 11,964
	Extra Work - Non-Cert.	\$ 104,484	\$ 110,362	\$ -	\$ 110,362	\$ 125,237	\$ -	\$ (14,875)	\$ 11,500	\$ (26,375)
	Custodial & Maint. Overtime	\$ 228,815	\$ 235,738	\$ -	\$ 235,738	\$ 210,294	\$ -	\$ 25,444	\$ 1,000	\$ 24,444
	Civic Activities/Park & Rec.	\$ 38,858	\$ 32,000	\$ -	\$ 32,000	\$ 28,878	\$ -	\$ 3,122	\$ -	\$ 3,122
	NON-CERTIFIED SALARIES	\$ 11,755,939	\$ 12,470,903	\$ -	\$ 12,470,903	\$ 9,733,820	\$ 2,642,752	\$ 94,331	\$ (18,464)	\$ 112,795
	SUBTOTAL SALARIES	\$ 48,042,992	\$ 50,205,315	\$ -	\$ 50,205,315	\$ 36,471,682	\$ 13,186,077	\$ 547,556	\$ 52,559	\$ 494,997

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - APRIL 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,179,822	\$ 8,058,967	\$ -	\$ 8,058,967	\$ 8,045,478	\$ -	\$ 13,489	\$ 6,620	\$ 6,869
	Life Insurance	\$ 84,680	\$ 87,134	\$ -	\$ 87,134	\$ 71,957	\$ -	\$ 15,177	\$ 14,477	\$ 700
	FICA & Medicare	\$ 1,499,915	\$ 1,534,045	\$ -	\$ 1,534,045	\$ 1,155,189	\$ -	\$ 378,856	\$ 360,856	\$ 18,000
	Pensions	\$ 809,692	\$ 864,842	\$ -	\$ 864,842	\$ 825,989	\$ 250	\$ 38,603	\$ 41,000	\$ (2,397)
	Unemployment & Employee Assist.	\$ 59,858	\$ 87,000	\$ -	\$ 87,000	\$ 56,919	\$ -	\$ 30,081	\$ 44,000	\$ (13,919)
	Workers Compensation	\$ 531,920	\$ 461,352	\$ -	\$ 461,352	\$ 479,129	\$ -	\$ (17,777)	\$ -	\$ (17,777)
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ -	\$ 11,093,340	\$ 10,634,661	\$ 250	\$ 458,429	\$ 466,954	\$ (8,524)
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 574,753	\$ 590,802	\$ -	\$ 590,802	\$ 396,456	\$ 76,797	\$ 117,548	\$ 112,682	\$ 4,866
	Professional Educational Serv.	\$ 192,800	\$ 207,033	\$ -	\$ 207,033	\$ 111,252	\$ 29,582	\$ 66,200	\$ 18,145	\$ 48,055
	SUBTOTAL PROFESSIONAL SERV.	\$ 767,554	\$ 797,835	\$ -	\$ 797,835	\$ 507,708	\$ 106,379	\$ 183,748	\$ 130,827	\$ 52,921
400	PURCHASED PROPERTY SERV.									
	Buildings & Grounds Services	\$ 694,509	\$ 708,805	\$ -	\$ 708,805	\$ 548,745	\$ 118,096	\$ 41,963	\$ 41,963	\$ -
	Utility Services - Water & Sewer	\$ 132,669	\$ 147,645	\$ -	\$ 147,645	\$ 110,530	\$ -	\$ 37,115	\$ 24,444	\$ 12,671
	Building, Site & Emergency Repairs	\$ 550,790	\$ 460,850	\$ -	\$ 460,850	\$ 382,220	\$ 73,707	\$ 4,922	\$ 35,385	\$ (30,463)
	Equipment Repairs	\$ 300,958	\$ 338,819	\$ -	\$ 338,819	\$ 194,724	\$ 10,049	\$ 134,047	\$ 74,765	\$ 59,282
	Rentals - Building & Equipment	\$ 271,749	\$ 272,923	\$ -	\$ 272,923	\$ 241,802	\$ 225	\$ 30,896	\$ 30,000	\$ 896
	Building & Site Improvements	\$ 292,635	\$ 363,700	\$ -	\$ 363,700	\$ 270,935	\$ 24,063	\$ 68,703	\$ 97,554	\$ (28,851)
	SUBTOTAL PUR. PROPERTY SERV.	\$ 2,243,310	\$ 2,292,742	\$ -	\$ 2,292,742	\$ 1,748,956	\$ 226,140	\$ 317,645	\$ 304,111	\$ 13,534

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - APRIL 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 619,306	\$ 631,536	\$ -	\$ 631,536	\$ 503,954	\$ 56,451	\$ 71,131	\$ 66,253	\$ 4,878
	Transportation Services	\$ 4,180,892	\$ 4,323,600	\$ -	\$ 4,323,600	\$ 2,966,939	\$ 1,648,707	\$ (292,046)	\$ (742,569)	\$ 450,523
	Insurance - Property & Liability	\$ 400,457	\$ 407,947	\$ -	\$ 407,947	\$ 378,481	\$ -	\$ 29,466	\$ -	\$ 29,466
	Communications	\$ 140,237	\$ 160,926	\$ -	\$ 160,926	\$ 109,389	\$ 18,936	\$ 32,602	\$ 744	\$ 31,858
	Printing Services	\$ 32,114	\$ 33,057	\$ -	\$ 33,057	\$ 13,569	\$ 13,021	\$ 6,467	\$ 1,680	\$ 4,787
	Tuition - Out of District	\$ 3,330,730	\$ 3,328,479	\$ 100,000	\$ 3,428,479	\$ 2,796,470	\$ 1,173,369	\$ (541,360)	\$ (210,442)	\$ (330,918)
	Student Travel & Staff Mileage	\$ 197,866	\$ 226,334	\$ -	\$ 226,334	\$ 168,794	\$ 19,676	\$ 37,864	\$ 13,558	\$ 24,306
	SUBTOTAL OTHER PURCHASED SERV.	\$ 8,901,602	\$ 9,111,879	\$ 100,000	\$ 9,211,879	\$ 6,937,596	\$ 2,930,160	\$ (655,877)	\$ (870,776)	\$ 214,899
600	SUPPLIES									
	Instructional & Library Supplies	\$ 885,366	\$ 819,252	\$ -	\$ 819,252	\$ 614,172	\$ 52,984	\$ 152,097	\$ 59,957	\$ 92,140
	Software, Medical & Office Supplies	\$ 189,356	\$ 216,843	\$ -	\$ 216,843	\$ 141,812	\$ 9,791	\$ 65,240	\$ 35,956	\$ 29,284
	Plant Supplies	\$ 366,651	\$ 375,000	\$ -	\$ 375,000	\$ 279,458	\$ 84,212	\$ 11,330	\$ 21,496	\$ (10,166)
	Electric	\$ 1,433,462	\$ 1,384,117	\$ -	\$ 1,384,117	\$ 911,498	\$ -	\$ 472,619	\$ 207,619	\$ 265,000
	Propane & Natural Gas	\$ 426,559	\$ 434,914	\$ -	\$ 434,914	\$ 280,697	\$ -	\$ 154,217	\$ 59,717	\$ 94,500
	Fuel Oil	\$ 97,798	\$ 81,000	\$ -	\$ 81,000	\$ 57,149	\$ -	\$ 23,851	\$ 20,094	\$ 3,757
	Fuel for Vehicles & Equip.	\$ 246,113	\$ 203,992	\$ -	\$ 203,992	\$ 114,114	\$ -	\$ 89,878	\$ 4,270	\$ 85,608
	Textbooks	\$ 139,133	\$ 156,214	\$ -	\$ 156,214	\$ 105,486	\$ 47,592	\$ 3,137	\$ 42,000	\$ (38,863)
	SUBTOTAL SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ -	\$ 3,671,332	\$ 2,504,385	\$ 194,578	\$ 972,369	\$ 451,109	\$ 521,260

**NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - APRIL 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	PROPERTY									
	Capital Improvements (Sewers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 576,182	\$ 550,000	\$ -	\$ 550,000	\$ 423,381	\$ 113,653	\$ 12,966	\$ 37,966	\$ (25,000)
	Other Equipment	\$ 180,624	\$ 207,572	\$ -	\$ 207,572	\$ 90,925	\$ 134,830	\$ (18,183)	\$ 15,660	\$ (33,843)
	SUBTOTAL PROPERTY	\$ 756,806	\$ 757,572	\$ -	\$ 757,572	\$ 514,306	\$ 248,483	\$ (5,218)	\$ 53,626	\$ (58,843)
800	MISCELLANEOUS									
	Memberships	\$ 62,869	\$ 74,395	\$ -	\$ 74,395	\$ 60,913	\$ 3,071	\$ 10,411	\$ 2,300	\$ 8,111
	SUBTOTAL MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ -	\$ 74,395	\$ 60,913	\$ 3,071	\$ 10,411	\$ 2,300	\$ 8,111
910	SPECIAL ED CONTINGENCY		\$ 100,000	\$ (100,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ 75,725,459	\$ 78,104,410	\$ -	\$ 78,104,410	\$ 59,380,207	\$ 16,895,140	\$ 1,829,063	\$ 590,709	\$ 1,238,354

REVENUES

<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	2019-20 APPROVED BUDGET	<u>RECEIVED</u>	<u>BALANCE</u>	% <u>RECEIVED</u>
LOCAL TUITION	\$38,950	\$28,910	\$10,040	74.22%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$20,000	\$20,000	\$0	100.00%
MISCELLANEOUS FEES	\$5,000	\$3,446	\$1,554	68.91%
TOTAL SCHOOL GENERATED FEES	\$63,950	\$52,356	\$11,594	81.87%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - APRIL 30, 2020"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE - 13-Jan	Feb RECEIVED	May ESTIMATED
100	SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ (34,983)	\$ (34,856)	\$ (26,140) \$ (8,464)
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$ -
300	PROFESSIONAL SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$ -
500	OTHER PURCHASED SERVICES	\$ (1,467,089)	\$ -	\$ (1,467,089)	\$ (1,850,850)	\$ (1,844,127)	\$ (1,383,001) \$ (342,441)
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$ -
TOTAL GENERAL FUND BUDGET		\$ (1,521,552)	\$ -	\$ (1,521,552)	\$ (1,885,833)	\$ (1,878,983)	\$ (1,409,141) \$ (350,905)
100	SALARIES						
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	CERTIFIED SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (5,386)	\$ -	\$ (5,386)	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (49,077)	\$ (49,077)	\$ (34,983)	\$ (34,856)	\$ (26,140)	\$ (8,464)
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NON-CERTIFIED SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ (34,983)	\$ (34,856)	\$ (26,140) \$ (8,464)
	SUBTOTAL SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ (34,983)	\$ (34,856)	\$ (26,140) \$ (8,464)
200	EMPLOYEE BENEFITS						
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

"FOR THE MONTH ENDING - APRIL 30, 2020"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE - 13-Jan	Feb RECEIVED	May ESTIMATED
300	PROFESSIONAL SERVICES						
	Professional Services	\$ -	\$ -				\$ -
	Professional Educational Ser.	\$ -	\$ -		\$ -		
	SUBTOTAL PROFESSIONAL SVCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SVCS						
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES						
	Contracted Services	\$ -	\$ -		\$ -		
	Transportation Services	\$ (329,230)	\$ (329,230)	\$ (371,702)	\$ (370,351)	\$ (277,744)	\$ (104,868)
	Insurance - Property & Liability	\$ -	\$ -		\$ -		
	Communications	\$ -	\$ -		\$ -		
	Printing Services	\$ -	\$ -		\$ -		
	Tuition - Out of District	\$ (1,137,859)	\$ (1,137,859)	\$ (1,479,148)	\$ (1,473,776)	\$ (1,105,257)	\$ (237,573)
	Student Travel & Staff Mileage	\$ -	\$ -		\$ -		
	SUBTOTAL OTHER PURCHASED SER	\$ (1,467,089)	\$ (1,467,089)	\$ (1,850,850)	\$ (1,844,127)	\$ (1,383,001)	\$ (342,441)
600	SUPPLIES						
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY						
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS						
	Memberships						
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (1,521,552)	\$ (1,521,552)	\$ (1,885,833)	\$ (1,878,983)	\$ (1,409,141)	\$ (350,905)

Difference, 1st estimate to States Estimate \$ (6,850)

Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,521,552)

The first state estimate is at 74.8% reimbursement (this represents \$6,850 less than our internal 1st estimate). \$ (1,878,983)

The second state estimate is at **70.89%** reimbursement (this represents **\$118,937 less** than the State's 1st estimate). Total Grant \$ (1,760,046)

Amount beyond budgeted \$ (357,431) Amount beyond budgeted \$ (238,494)



7 Curriculum Developers

	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
Unit:											
Culture	0	█									
Conformity and Deviance	0		█								
Socialization	0			█							
Dominant and Minority Groups	0				█						



Unit Planner: Culture Sociology

Monday, March 3, 2020 9:32AM

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

Last Updated: Today by Amy Deeb

Culture

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Beliefs/Values/Conflict

Lens- Values of self and others

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

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

Provocative Questions:

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Writing

Text Types and Purposes

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

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

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

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

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

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

Research to Build and Present Knowledge

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

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

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

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

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

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

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

CCSS: Grades 11-12

Writing

Text Types and Purposes

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

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

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

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: History

Perspectives

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

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

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

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 4 EVALUATE- Subculture Project
Subculture Summative assessment

Critical Content & Skills

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

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

Core Learning Activities

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

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

Skills:

Students will develop global awareness as they:

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

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

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

Students will develop information literacy skills as they:

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

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

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



[Norms .pptx](#)

[Devastation Activity.pdf](#)

[Social Structure and Status.pptx](#)

[American Values.pdf](#)

[Culture Shock- Body modification](#)

[Culture Shock- Teeth chiseling](#)

[Culture Shock- Bullet Ants](#)

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

Assessments

Culture Project

Summative: Other written assessments

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

Resources

Professional & Student

Sociology and You- Shepard and Green -Glencoe 2008

Sociology Quest

The Devastation Activity

"Frontline- Growing up Online"

National Geographic video about culture shock/taboo.

Optional activities:

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

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

Subculture project.docx

discussion about how culture changes over time.

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

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

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy

Interdisciplinary Connections
English



Atlas Version 9.6

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Unit Planner: Conformity and Deviance Sociology

Tuesday, March 3, 2020 9:28AM

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

Last Updated: Today by Amy Deeb

Conformity and Deviance

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Interactions

Lens: Value self and others, government

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

Provocative Questions:

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Capacities of the Literate Individual

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

They demonstrate independence.

Show details

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

Show details

They use technology and digital media strategically and capably.

Show details

They come to understand other perspectives and cultures.

Show details

Reading: History/Social Studies

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

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

Integration of Knowledge and Ideas

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

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

Writing

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

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

Range of Writing

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

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

CCSS: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

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

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

Writing

Production and Distribution of Writing

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

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

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

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Critical Content & Skills

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

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

Skills:

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

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

Core Learning Activities

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

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

[Bully Reaction.docx](#)

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

[Solomon Asch experiment](#)

[Zimbardo experiment](#)

[Cyberbullying.org](#)

[Conformity and Deviance vocab.pptx](#)

[Zimbardo experiment.docx](#)

[Conformity and Deviance intro.pptx](#)



[CRITICAL THINKING RUBRIC.pdf](#)

Assessments

Creating a PSA/Billboard against mean and cruel behavior

Summative: Personal Project

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

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

[PSA billboard assessment rubric.pdf](#)

Resources

Professional & Student

Bully Documentary- Lee Hirsch

Conformity Experiment- Solomon Asch

"Challenger- The Untold Story"

Prison Experiment- Zimbardo

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

Cyberbullying.org

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

Andre Buncombe of *The Independent*

Sociology and You- Shepard and Green -Glencoe 2008

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

Kohlberg's moral dilemmas

Optional activities:

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

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

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

Kohlberg's Moral Dilemma



Nightriding with the Klan.pdf

Guantanamo Bay-ACLU

Lionel Tate reading

Brian Deneke and Dustin Camp images

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

Zimbardo Prison Experiment

Challenger-The Untold Story clip

Capitol Punishment

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking



CRITICAL THINKING RUBRIC.pdf



Spoken Communication

Interdisciplinary Connections

English unit with *Speak*



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Unit Planner: Socialization Sociology

Tuesday, March 3, 2020, 9:32am

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

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

Socialization

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Identity

Lens- Value of self and others

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

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

Provocative Questions-

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Writing

Text Types and Purposes

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

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

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

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

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

Production and Distribution of Writing

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

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

CCSS: Grades 11-12

Writing

Text Types and Purposes

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

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

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

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

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

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

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- EVALUATE- Socialization Unit Test

Critical Content & Skills

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

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

Skills:

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

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

Students will develop global awareness as they

- Differentiate patterns of behavior among cultures

Core Learning Activities

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

based on their social expectations and mores.

Brain development."

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

[Socialization-Personality Questions.docx](#)

[Romainian Orphanages.docx](#)

[Socialization-Birth Order.docx](#)

[Socialization-ParentingStyles.docx](#)

[Agents of Socialization.pdf](#)

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

[Personality pie.pdf](#)

[Power of Birth Order.pdf](#)

[Theories of Socialization.pdf](#)

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

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

[Socializing the Individual.pdf](#)

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

Assessments

Socialization Unit Test

Summative: Standardized Test

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

Resources

Professional & Student

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

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

"The Marinovich Project" from ESPN

Optional Activities:

<p>order characteristics, parenting styles, agents of socialization.</p> <p>Socialization Persuasive Essay</p> <p>Summative: Other written assessments</p> <p><u>Socialization Test.docx</u></p> <p><u>Socialization Essay.docx</u></p>	<ul style="list-style-type: none"> • Show "The Marinovich Project" from ESPN. Students will evaluate the impact of nature and nurture on personality development. • Discussion on how culture/society views gender today. The Gay Straight Alliance (GSA) will come in and present a lesson on bystanders, victims and perpetrators. Day 2- the GSA will lead a panel discussion for students. <p><u>The Marinovich Story.docx</u></p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Written Performance 	<p>Interdisciplinary Connections</p>





Unit Planner: Dominant and Minority Groups Sociology

Tuesday, March 3, 2020, 9:30AM

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

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

Dominant and Minority Groups

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Perspective

Lens- Value of self and others, government

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

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

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: History/Social Studies

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

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

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

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

Writing

Text Types and Purposes

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

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

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

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

Range of Writing

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

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

CCSS: Grades 11-12

Reading: History/Social Studies

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

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

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

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

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

Dimension 2: History

Perspectives

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

Dimension 2: Civics

Civic and Political Institutions

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

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

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

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

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

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

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

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

Processes, Rules, and Laws

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- CREATE- Hate Crime Analysis

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

Critical Content & Skills

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

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

Skills:

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

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

Students will develop information literacy skills as they:

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

Core Learning Activities

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

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

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

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



[Weight of a Nation.docx](#)

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



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



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

[Children of the Plains.docx](#)

Assessments

Hate Crime Analysis

Summative: Oral Report

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

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

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

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

[The Help.docx](#)
[pyramid-of-hate.pdf](#)

Resources

Professional & Student

Film- *The Help*

Book- *The Help* by Katherine Stockett

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

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

"And Then I went to School: Memories of a Pueblo

Childhood"- Joe Suina

"Children of the Plains" 20/20 documentary

Pyramid of Hate-visual

Sociology and You- Shepard and Green -Glencoe 2008

Optional Activities:

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

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

Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy

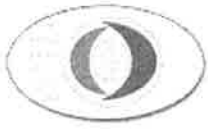


Standards for Written Communication (1).docx



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7 Curriculum Developers

Unit:	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	
The Ancient World	0	█										
Medieval Europe	0		█									
The Evolution of Modern Europe	0			█								
Monarchy Through Revolution	0				█							
Revolution in Industry, Art and Science	0					█						
World War I	0						█					
World War II	0								█			



Unit Planner: The Ancient World Western Studies I and II

Monday, February 24, 2020 8:06AM

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

Last Updated: Today by Rachel Torres

The Ancient World

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Reading: History/Social Studies

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

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

Writing

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Change, Continuity, and Context

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

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

Perspectives

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

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

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

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

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

Causation and Argumentation

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

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

Dimension 2: Civics

Participation and Deliberation

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

Dimension 2: Geography

Human-Environment Interaction: Place, Regions, and Culture

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Critical Content & Skills

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

Topics:

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

Skills:

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

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

Students will develop information literacy skills as they:

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

Students will develop problem-solving skills as they:

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

Core Learning Activities

All Teachers Must Do:

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

Additional Activities Teacher Can Choose From:

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

Assessments

Greek and Roman Culture

Summative: Group Project

Additional Assessment Teachers Can Choose From:

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

Emperors

Formative: Personal Project

Additional Assessment Teachers Can Choose From:

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

The Roman Empire

Formative: Visual Arts Project

Additional Assessment Teachers Can Choose From:

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

Cultural Diffusion and Identity

Summative: Expository Essay

Additional Assessment Teachers Can Choose From:

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

Then and Now

Summative: Expository Essay

Additional Assessment Teachers Can Choose From:

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

Greeks and/or Romans Unit Test

Summative: Written Test

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

Resources

Professional & Student

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

Student Learning Expectation & 21st Century Skills

Interdisciplinary Connections
English and Visual Arts

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance



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Unit Planner: Medieval Europe Western Studies I and II

Monday February 24, 2020, 10:03AM

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

Last Updated: Today by Rachel Torres

Medieval Europe

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

Provocative Questions-

- a. Do political and religious systems promote progress

or stagnation? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Writing

Text Types and Purposes

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 1: Developing Questions and Planning Inquiry

Modern World History

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

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

Dimension 2: History

Change, Continuity, and Context

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

Perspectives

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

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

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

Historical Sources and Evidence

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

Causation and Argumentation

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

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

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

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

Dimension 2: Civics

Civic and Political Institutions

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

Dimension 2: Geography

Human-Environment Interaction: Place, Regions, and Culture

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

Human Populations: Spatial Patterns and Movement

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

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

Global Interconnections: Changing Spatial Patterns

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

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

Dimension 3: Evaluating Sources & Using Evidence

Modern World History

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

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

DOK- Level 3- UNDERSTAND- Medieval Europe Unit Test

Critical Content & Skills

What students must KNOW and be able to DO

Topics:

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

Skills:

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

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

Core Learning Activities

All Teachers Must Do:

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

Additional Activities Teacher Can Choose From:

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

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





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

Monday, February 24, 2020 10:15AM

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

Last Updated: Today by
Rachel Torres

The Evolution of Modern Europe

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Reading: History/Social Studies

Range of Reading and Level of Text Complexity

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

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

Writing

Text Types and Purposes

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 1: Developing Questions and Planning Inquiry

Modern World History

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

Dimension 2: History

Change, Continuity, and Context

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

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

Causation and Argumentation

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

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

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

Dimension 2: Civics

Processes, Rules, and Laws

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

DOK- Level 2- UNDERSTAND- Obituary from the Renaissance

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

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

Critical Content & Skills

What students must KNOW and be able to DO

Topics:

Growth of cities, patrons, inventions, trade, Leonardo

Core Learning Activities

All Teachers Must Do:

Students will compare Medieval and Renaissance

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

Skills:

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

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

Students will develop information literacy skills as they:

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

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

Additional Activities Teacher Can Choose From:

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

Assessments

Mock Trial- Martin Luther
Summative: Dramatization

Additional Assessment Teachers Can Choose From:

Resources

Professional & Student

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

Obituary from the Renaissance

Formative: Narrative Writing Assignment

Additional Assessment Teachers Can Choose From:

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

Spirit of the Renaissance Award

Formative: Visual Arts Project

Additional Assessment Teachers Can Choose From:

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

The Evolution of Modern Europe Unit Test

Summative: Written Test

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

- Excerpts from Primary Sources
- World History Textbook

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking

Interdisciplinary Connections

Lord of the Flies from English I

Art Work





Unit Planner: Monarchy Through Revolution Western Studies I and II

Monday, February 24, 2020, 10:05AM

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

Last Updated: Today by Rachel Torres

Monarchy Through Revolution

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

Provocative Questions-

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Reading: History/Social Studies

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

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

Writing

Production and Distribution of Writing

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Change, Continuity, and Context

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

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

Historical Sources and Evidence

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

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

Causation and Argumentation

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

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

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

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

Human-Environment Interaction: Place, Regions, and Culture

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

Human Populations: Spatial Patterns and Movement

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

Dimension 3: Evaluating Sources & Using Evidence

Modern World History

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

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

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

Critical Content & Skills

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

Topics:

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

Skills:

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

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

Students will develop information literacy skills as they:

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

Core Learning Activities

All Teachers Must Do:

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

Additional Activities Teacher Can Choose From:

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

	<p>within the Napoleonic Europe and how cultures were impacted throughout Europe.</p>
<p>Assessments</p> <p>Napoleon Bonaparte- A Revolutionary or King? Summative: Expository Essay Additional Assessments Teachers Can Choose From: Students will research through primary and secondary sources regarding Napoleon Bonaparte to gather information with which they will either write an essay or debate script to explain whether or not he furthered the ideals of the French Revolution.</p> <p>Political Ideologies of the French Revolution. Summative: Visual Arts Project Additional Assessments Teachers Can Choose From:</p> <p>Students will create a brochure written during the Reign of Terror to persuade people to support the Jacobins, Girondins, a limited monarchy, or an absolute monarchy. Include a cover that identifies the position, a political cartoon that visually expresses the point-of-view, and an essay appealing to the audience. The brochure should reflect the events and changes as of October 1793.</p> <p>Monarchy Through Revolution Unit Test Summative: Written Test All Teachers must give a Monarchy Through Revolution Unit Test and <i>it is in addition to the core assessments.</i></p>	<p>Resources</p> <p><i>Professional & Student</i> World History textbook History Channel video- <i>The French Revolution</i></p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Critical Thinking • Written Performance 	<p>Interdisciplinary Connections</p> <p>Writing: Expository Essay Visual Arts</p>





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

Monday, February 24, 2020, 11:08AM

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

Last Updated: Today by
Rachel Torres

Revolution in Industry, Art and Science

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

Provocative Questions-

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Writing

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

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

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

CCSS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

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

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

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

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

Integration of Knowledge and Ideas

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

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

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

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

Writing

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Change, Continuity, and Context

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

place as well as broader historical contexts.

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

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

Perspectives

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

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

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

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

Historical Sources and Evidence

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

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

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

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

Causation and Argumentation

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

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

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

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 2 UNDERSTAND- Cereal Box Assignment

DOK- level 4 ANALYZE- Legislation and the Industrial Revolution

DOK- Level 4 CREATE- Create an Invention

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

Critical Content & Skills

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

Topics:

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

Core Learning Activities

All Teacher Must Do:

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

Skills:

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

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

Students will develop information literacy skills as they:

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

Students will develop global awareness as they:

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

Additional Activities Teacher Can Choose From:

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

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

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

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

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

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

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

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

- World History textbook
- Primary sources
- Literature

Additional Assessment Teachers Can Choose From:

Students will write a comparison essay addressing the abuses of the Industrial Revolution to abuses today by corporations today such as Apple, Nike, etc.

Revolution in Industry, Art and Science Unit Test

Summative: Written Test

Teacher must give a Revolution in Industry, Art and Science Unit Test and *it is in addition to the core assessments.*

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

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

Interdisciplinary Connections

- Literature
- Writing
- Library



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Unit Planner: World War I Western Studies I and II

Monday, February 24, 2020, 10:07AM

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

Last Updated: Today by
Rachel Torres

World War I

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

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

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

Writing

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 1: Developing Questions and Planning Inquiry

Modern World History

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

Dimension 2: History

Change, Continuity, and Context

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

Perspectives

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

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

Historical Sources and Evidence

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

them.

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

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

Causation and Argumentation

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

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

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

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

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

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

Dimension 3: Evaluating Sources & Using Evidence

Modern World History

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3 ANALYZE- Letter Home from the Trenches

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

DOK- Level 3 UNDERSTAND- WWI Unit Test

Critical Content & Skills

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

Topics:

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

Skills:

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

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

Core Learning Activities

All Teachers Must Do:

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

Additional Activities Teacher Can Choose From:

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

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



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Unit Planner: World War II Western Studies I and II

Monday, February 24, 2020 11:08AM

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

Last Updated: Today by Rachel Torres

World War II

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

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

5. a. What are the historical roots of antisemitism? (F)

b. What was pre-war Jewish life like? (F)

c. What was the purpose of Jewish ghettos for the Nazis? (F)

d. How were the mobile killing squads and exterminations camps in Nazi Europe part of the "Final Solution to the Jewish Question?" (F)

e. What other groups were victims of the Holocaust? (F)

f. What actions did Jews take to resist the Holocaust? (F)

g. What was life like for the survivors after liberation? (F)

h. Why is scapegoating so common in times of crisis? (C)

6. a. How did Hitler change the balance of power in Europe? (F)

b. How did the nations of Europe and the U.S. respond to Hitler's aggression? (F)

c. How did technological advancement and military strategies throw off the balance of power? (F)

d. Why do nations cooperate? (C)

e. Is maintaining a balance of power desirable? (P)

7. a. How did the political boundaries change after WWII? (F)

b. How did relations among the Allies develop after WWII? (F)

c. What basic conditions are necessary for a lasting peace to be established between warring parties? (C)

d. How does the past affect future wars? (C)

e. Can international conflict be avoided? (C)

Provocative Questions-

a. Does cooperation backfire? (P)

b. When alliances have formed, is war inevitable? (P)

c. Does an individual's natural rights have preference over societal concerns during war times? (P)

d. Should a war be fought against a government, its people, or both? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grades 9-10

Writing

Text Types and Purposes

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

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

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

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

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

aiding comprehension.

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

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

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Perspectives

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

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

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

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

Causation and Argumentation

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 2 APPLY- WWII Topical Presentations

DOK- Level 4 ANALYZE- Primary Sources

DOK- Level 4 ANALYZE- Journal Assignment

DOK- Level 3 UNDERSTAND- WWII Unit Test

Critical Content & Skills

What students must KNOW and be able to DO

Topics:

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

Skills:

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

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

Core Learning Activities

All Teachers Must Do:

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

Additional Activities Teacher Can Choose From:

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

of view.

Students will develop information literacy skills as they:

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

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

Assessments

WWII Topical Presentations

Summative: Oral Report

Additional Assessment Teachers Can Choose From:

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

WWII Journal Assignment

Summative: Narrative Writing Assignment

Additional Assessment Teachers Can Choose From:

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

Holocaust Quiz

Summative: Other written assessments

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

Journal Writing

Summative: Other written assessments

Additional Assessment Teachers Can Choose From:

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

WWII Unit Test

Summative: Written Test

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

Resources

Professional & Student

World History Textbook

Schindler's List DVD

Meeting Hate with Humanity: Life During the Holocaust

Student Workbook & Teacher's Guide

Journal Writing

www.ushmm.org

www.mjhnyc.org

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

www.echoesandreflections.org

www.facinghistory.org

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

English I - *Night*



Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

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

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

Definitions

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

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

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Definitions (continued)

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

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

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

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out (continued)

Required Training and Prevention Training Plan

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

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

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out (continued)

Crisis Intervention Teams

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

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

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

Exclusionary Time Out

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Dissemination of Policy

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

(cf. 4148/4248 – Employee Protection)

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

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

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

Policy adopted:

Students

Use of Physical Force

Physical Restraint/Seclusion

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

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

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

I. Definitions

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

Students

Use of Physical Force

Physical Restraint/Seclusion

I. Definitions (continued)

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

Students

Use of Physical Force

Physical Restraint/Seclusion

II. Procedures for Physical Restraint of Students

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. No school employee shall use involuntary physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- C. No school employee shall use physical restraint on a student unless the school employee has received training in accordance with state law and District training plans.
- D. Physical restraint of a student shall never be used as a disciplinary measure, as a convenience, or instead of a less restrictive alternative.
- E. School employees must explore all less restrictive alternatives prior to using physical restraint on a student.
- F. School employees are barred from placing a student in physical restraint until he or she has received training in its proper use.
- G. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint.
- H. **Monitoring**
 - a. A trained school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by direct observation of the student, or by video provided the video monitoring occurs close enough for the monitor to provide assistance, if needed.
 - b. A trained school employee must regularly evaluate the person being restrained for signs of physical distress. The school employee must record each evaluation in the educational record of the student being restrained.

III. Procedures for Seclusion of Students

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

Students

Use of Physical Force

Physical Restraint/Seclusion

III. Procedures for Seclusion of Students

B. Use of Seclusion

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

Students

Use of Physical Force

Physical Restraint/Seclusion

III. Procedures for Seclusion of Students

B. Use of Seclusion (continued)

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

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

B. Use of Seclusion (continued)

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

IV. Procedures for Exclusionary Time Out for Students

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

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

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

V. Required Meetings

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

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

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

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

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

VI. Use of Psychopharmacologic Agent

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

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

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

VII. Training of School Employees

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

The training will include, but not be limited to:

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

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

VIII. Crisis Intervention Teams

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

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

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

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

IX. Documentation and Communication

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

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

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

Students

Use of Physical Force

Physical Restraint/Seclusion (continued)

IX. Documentation and Communication (continued)

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

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

IX. Documentation and Communication (continued)

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

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

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

Students

Use of Physical Force

Physical Restraint/Seclusion

Legal References: Connecticut General Statutes

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

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

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

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

10-220 Duties of boards of education.

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

Students

Use of Physical Force

Physical Restraint/Seclusion

Legal References: Connecticut General Statutes (continued)

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

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

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

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

Regulation approved:

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

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

I. The following definitions apply to these procedures:

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

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

Definitions (continued)

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

II. Procedures for Physical Restraint of Persons at Risk

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

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

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

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

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

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

Monitoring

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

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

Documentation and Communication

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

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

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

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

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

III. Procedures for Seclusion of a Student

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

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

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

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

III. Procedures for Seclusion of a Student (continued)

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

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

Monitoring

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

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

Documentation and Communication

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

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

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

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

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

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

IV. Exclusionary Time Out

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

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

V. Responsibilities of the Superintendent/Director of Special Education

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

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

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

VI. Responsibilities of the Connecticut State Board of Education

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

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

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

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

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

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

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

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

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

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

District Information

School District: _____ Address: _____ Phone: _____
School: _____ Address: _____ Phone: _____
Date of Restraint: _____ Date of Report: _____
Person preparing the report: _____
Time restraint initiated _____ Time restraint ended _____ Total time of restraint _____

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

Student Information

Student's Name: _____ SASID #: _____ Date of Birth: _____
Age: _____ Gender (M /F): _____ Grade: _____ Race: _____ Disability: _____
____ The student is a general education student.
____ The student currently receives special education services.
____ The student is being evaluated or considered for eligibility for special education services.
____ Restraint was initiated in response to an "emergency".

Staff Information

Name of staff administering restraint: _____ Title _____
Name of staff monitoring/witnessing restraint: _____ Title _____

Student activity/behavior precipitating use of restraint

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

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

Staff activity/response

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

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

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

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

Describe the disposition of the student following the restraint: _____

Was the student injured during the emergency use of restraint? Yes No
*If "yes," complete and attach a **report of injury**.*

Parent/Guardian Notification

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

Yes (indicate manner) _____
 No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seclusion means the involuntary confinement of a student in a room, from which the student is physically prevented from leaving. “Seclusion” does not include an exclusionary time out.

District Information

School District: _____ Address: _____ Phone: _____

School: _____ Address: _____ Phone: _____

Date of Seclusion: _____ Date of Report: _____

Person preparing the report: _____

Time seclusion initiated _____ Time seclusion ended _____ Total time of seclusion _____*

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

Student Information

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

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

____ The student is a general education student.

____ The student currently receives special education services.

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

____ Seclusion was initiated in response to an “emergency”.

Staff Information

Name of staff administering seclusion: _____ Title _____

Name of staff monitoring/witnessing seclusion: _____ Title _____

Student activity/behavior precipitating use of seclusion

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

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

Staff activity/response

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

Describe the nature of the seclusion: (Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others?): _____

Did the student demonstrate physical distress while in seclusion? Yes No
Indicate times student was monitored for physical distress and if any signs of physical distress were noted: _____

Describe the disposition of the student following the use of seclusion: _____

Was the student injured during the emergency use of seclusion? Yes No
If "yes," complete and attach a report of injury.

Parent/Guardian Notification

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

Yes (indicate manner) _____
 No

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

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

Is a PPT meeting recommended to modify the IEP? Yes No *if "yes," indicate date* _____

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

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

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

Public Act 15-141 requires that an administrator, as defined in Section 10-144e of the general statutes, or such administrator's designee, a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

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

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

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

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

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

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

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

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

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

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

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

Students

Suicide Prevention and Intervention

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

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

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

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

Legal Reference: Connecticut General Statutes

10-221 €Boards of education to prescribe rules.

Students

Youth Suicide Prevention Strategies

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

Role of Administrators:

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

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

Students

Suicide Prevention and Intervention

Student Referrals and Assessment of Risk Level

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

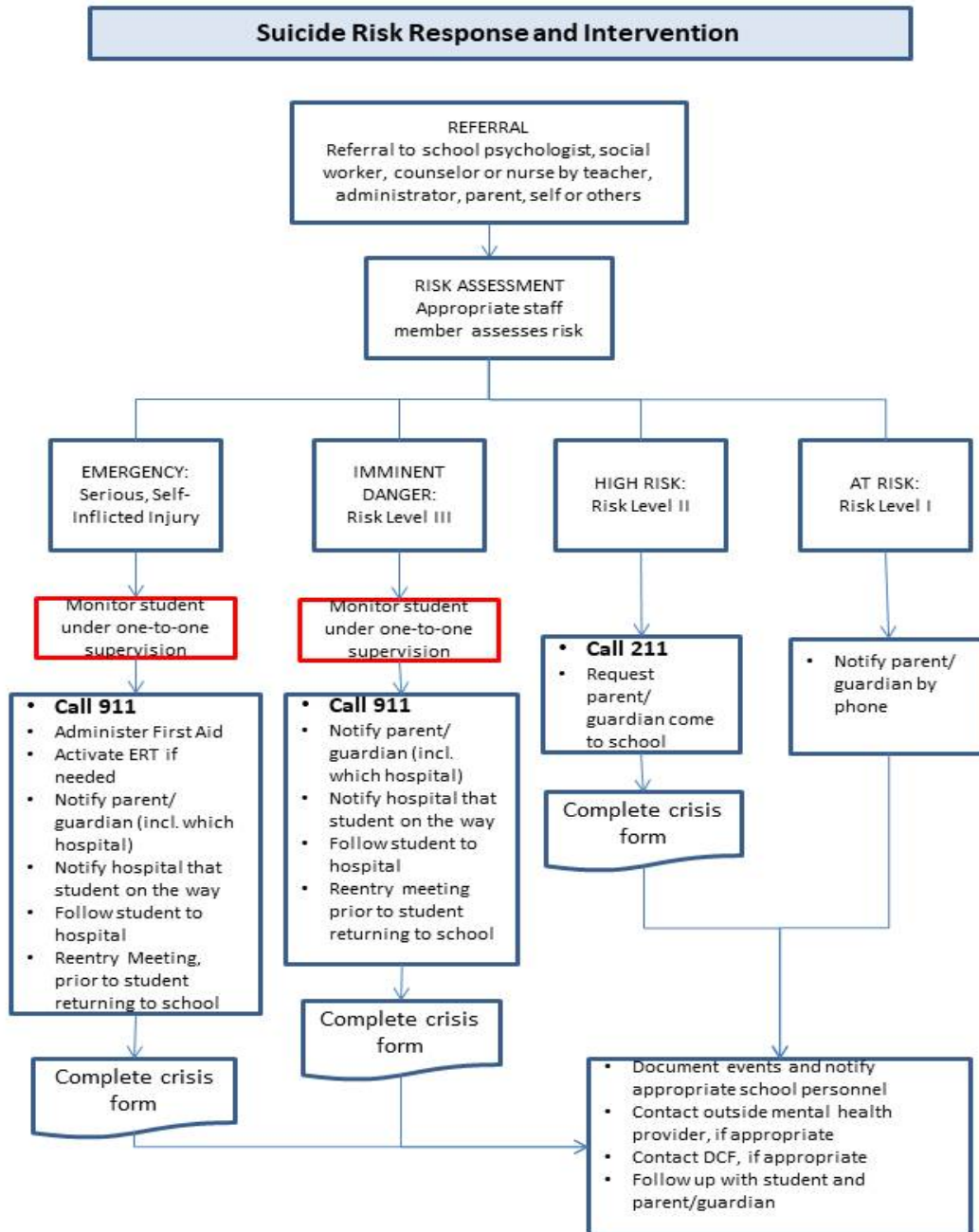
Following a referral by a staff member, parent/guardian, or peer, the student will be interviewed by the school psychologist, school social worker, or school counselor to assess risk level taking into consideration staff’s professional judgement, relationship with student and student’s history. Further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

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

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

Students

Suicide Prevention and Intervention



Students

Suicide Prevention and Intervention

Emergency: Serious, Self-Inflicted Injury Procedures

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

Procedures:

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

Students

Suicide Prevention and Intervention

Imminent Danger: Risk Level III Procedures

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

Procedures:

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

Students

Suicide Prevention and Intervention

High Risk: Level II Procedures

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

Students

Suicide Prevention and Intervention

At Risk: Risk Level I Procedures

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

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

Students

Suicide Prevention and Intervention

Postvention Guidelines: Response to Suicide

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

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

Crisis Intervention Team (CIT) Tasks:

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

Additional considerations:

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

Students

Suicide Prevention and Intervention

Postvention Guidelines: Response to Suicide (continued)

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

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

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

Potential topics for Afterschool Faculty Meeting:

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

Potential tasks of End of Day Crisis Intervention Team

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

Follow-up:

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

Appendix 1

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

Student Name: _____

School _____ Date _____ Reporter _____

Referred by: _____ Please circle if applicable IEP 504

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

Time/Situation report

Time/Crisis Intervention Team alerted

Time Convened _____

Intervention Plan _____

Time/Parent Guardian Contacted _____

Follow-Up Plan _____

Follow-Up responsibility _____

Pupil Service Director notified _____

Follow up note _____

Signature of reporter _____

Date _____

Signature of person responsible for follow-up _____

Date _____

Signature of administrator _____

Date _____

Appendix 2

Protective Factors, Risk Factors, and Warning Signs for Suicide

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

Warning Signs

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

Acute Risk Factors

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

Additional Warning Signs

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

Risk Factors

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

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

Protective Factors

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

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

- Cultural, religious, or personal beliefs that discourage suicide

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

Appendix 3

COMMUNITY MENTAL HEALTH SERVICES AND INFORMATION

CRISIS SERVICES AND HOTLINES

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

LOCAL RESOURCES

Newtown Center for Support and Wellness (CSW)

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

Newtown Youth and Family Services

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

Resiliency Center of Newtown

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

Family and Children's Aid (FCA)

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

Women's Center of Greater Danbury

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

SCHOOL-BASED COMMUNITY PARTNERSHIPS

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

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

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

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

Kids in Crisis Teen Talk Counselor at Newtown High School

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

ONLINE RESOURCES FOR MENTAL HEALTH

Connecticut Network of Care

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

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

National Child Traumatic Stress Network

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

ANONYMOUS ALERTS

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

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

Appendix 4

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

<https://sossignsof suicide.org>

At the start of the school year:

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

Each quarter:

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

SOS Follow-Up Form

Student: _____ Grade: _____ Date: _____

Reason for Follow-Up:

- SOS Screener Responses. Explain: _____
- Student indicated "I want to talk to someone about myself" Another student reported concern about this student

Student Interview Summary (Check all that apply)

- Yes No Student reported history of depression and/or anxiety.
- Yes No Student reported behaviors consistent with depression and/or anxiety.
- Yes No Student reported student is currently meeting with PPS staff in school regarding these concerns
- Yes No Student currently has a Mental Health Provider outside of school. Name: _____
- Yes No Do we have a release with the provider?
- Yes No Student reported self-harm.
- Yes No Student reported thoughts of self-harm.
- Yes No Student reported Suicidal Ideation (thoughts of suicide).
- Yes No Student reported Suicidal Intent (means of committing suicide, plan to commit suicide).
- Yes No Student reported that responses on form were based on situational/short-term experiences .
- No concerns at this time

Explain any "yes" answers: _____

What action followed? (Check all that apply)

- Yes No Contacted School Counselor. Name(s): _____
- Yes No Contacted Additional School Support Staff (i.e., School Psychologist, School Social Worker, Student Assistance Counselor, Crisis Counselor) Name(s): _____
- Yes No Contacted School Administration Name(s): _____
- Yes No Contacted Parent Name(s): _____
- Yes No Provided Parent with Community Mental Health Provider Information
- Yes No Contacted Student's Mental Health Provider
- Yes No Contacted 2-1-1 (Emergency Mobile Psychiatric Services)
- Yes No Contacted School Resource Officer
- Yes No Contacted DCF

Additional notes/parent response: _____

Additional notes : _____

PPS Staff Completing Follow-Up _____ Title: _____

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

Appendix 5

Postvention Resources for Administrators

Sample Guidelines for Administrator's Phone Call to the Family

Express sympathy and offer support:

Verify facts:

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

Are there siblings or relatives within other Newtown schools?

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

Permission to share information within Newtown Public Schools:

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

Parent gives permission to share the following:

Sample Guidance for Student Announcement

To: All Faculty and Staff

From: The Crisis Intervention Team (Names)

Date:

Information and Instructions to All Faculty and Staff

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

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

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

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

Statement for Students

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

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

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

Sample Communication to Parents/Guardians from Principal

Dear Parents/Guardians:

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

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

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

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

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

Sincerely,

School Principal

<Provide list of resources as needed>

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

Dear Parents/Guardians:

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

(If sibling is in 3rd, 4th or 5th grade) The children in Kindergarten, 1st and 2nd grades have not been given any of this information. We thought it should come from parents should they deem it appropriate. Children in grades 3, 4, and 5 have been informed of this news. (Support staff) were present in the classrooms to discuss this with the children, along with their teachers. In an effort to make _____ 's transition back to school as easy as possible, teachers and support staff also talked to the children about ways that our community can assist _____ and the family during this difficult time.

When a tragedy of this depth occurs, we need to recognize, respect, and be sensitive to the fact that everyone handles grief in different ways. Please know that we are committed to supporting each child in dealing with this and fully understand that children may respond in an unanticipated manner. Should you feel your child is struggling to cope with this, we encourage you to speak with your child's teacher or (support staff)_____.

News of this nature is never easy to comprehend. It reminds us that life is precious, fragile, and too often inexplicable. It also reminds us that during these moments, it is important to reach out to each other and to help those around us cope with this loss. Please feel free to contact me if you have questions or concerns.

Sincerely,

School Principal

These policies and guidelines were developed by Newtown Public Schools certified staff.

References

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Guidelines for Suicide Prevention: Policy and Procedures (2nd Edition). Connecticut State Department of Education. 2004.

Suicide Prevention Plan 2020. State of Connecticut. Department of Children and Families and Department of Mental Health and Addiction Services.

“Risk and Protective Factors for Suicide.” *Risk and Protective Factors for Suicide | Suicide Prevention Resource Center*, www.sprc.org/about-suicide/risk-protective-factors.

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West Hartford Public Schools. Suicide Response Manual: Procedures and Guidelines Grades K-12. Revised 2010.



6 Curriculum Developers

Unit:	Sep				Oct					Nov			Dec			Jan					Feb				Mar				Apr				May		Jun				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
Understanding What Makes Us Human	█																																						
Recognizing and Responding with Resiliency										█																													
Life is a Matter of Decisions																																							
Stand Up, Speak Out: A Call for Social Justice																																							



Understanding What Makes Us Human

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Voice and Identity

Process Concepts: summarizing, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

English Microconcepts: theme, evidence, connections, summary, literary terms: plot, sub plot, setting, character, motivation, conflicts (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, tone, literary devices, parts of speech, phrases, clauses

Knowledge Concepts: voice, identity, empathy, human nature

Generalizations / Enduring Understandings

1. Stories reflect on the human experience through author's purpose.
2. Theme conveys a universal truth about human nature and why it is important.
3. A critical reader distinguishes between objective and subjective, as well as relevant and irrelevant details.
4. Author-selected details in plot, conflict, and characterization shape theme.
5. Author's voice elicits reader response.
6. Authors' manipulation of sentence structure engages the reader and develops voice.
7. Author's voice contributes to the reader's understanding of theme.
8. Close reading identifies appropriate evidence to support a justifiable theme.
9. Reading a wide range of stories helps develop empathy and an understanding of self (identity) and others.

Guiding Questions

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

- 1a. Why do authors write stories? (C)
- 1b. Do authors write stories for the same purpose? (P)
- 1c. What is human nature? (F)
- 2a. What is theme? (F)
- 2b. Why is understanding universal truth and human nature important? (C)
- 2c. How does a theme differ from a moral or lesson? (C)
- 2d. Is it possible to write a truly original story? (P)
- 3a. What is the difference between objective and subjective, relevant and irrelevant details? (F)
- 3b. How do readers differentiate between objective and subjective, relevant and irrelevant details? (C)
- 4a. What are plot, conflict and characterization? (F)
- 4b. Why do authors include the details they choose? (C)
- 5a. What is voice in writing? (F)
- 5b. What strategies do authors use to develop voice? (F)
- 5c. How does voice impact reader response - emotionally and intellectually? (C)
- 6a. What are the parts that make up a whole sentence? (F)
- 6b. What is the difference between a phrase and a clause? (F)
- 6c. What are the types of clauses? (F)
- 6d. How do authors use sentence structure to engage the reader and develop voice? (C)
- 6e. How do authors create variety in their writing? (C)
- 7a. How does an author's voice facilitate the reader's understanding of theme? (C)
- 8a. What strategies do readers employ to close read? (F)

8c. Are some pieces of textual evidence better than others? (P)

9a. How does reading stories help us understand ourselves and others? (C)

9b. How does reading stories help us understand what makes us human and feel empathy for others? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

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

- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.

Reading: Literature

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.
 - RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading: Informational Text

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.
 - RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.
 - W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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.
 - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Objective(s)

loom/ Anderson Taxonomy / DOK Language

Students will objectively summarize a text.

Students will identify and state themes in two parts without using morals or cliches.

Students will draw conclusions about how authors reveal theme and will justify their analysis with appropriate evidence.

Students will interpret and analyze how authors develop voice and its impact on the reader.

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to define human nature.

Students will be able to define theme as a two-part statement revealing a universal truth and its importance.

Students will be able to delineate between objective and subjective, relevant and relevant details.

Students will be able to define plot, conflict and characterization.

Students will be able to identify voice in writing and strategies authors use to develop voice.

Students will be able to identify parts of speech and clauses in others' writing and their own.

Students will be able to identify and employ close reading strategies.

Students will be able to identify and support a theme from a story.

Theme, evidence, connections, summary, literary terms: plot, sub plot, setting, character, motivation, conflicts (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, tone, literary devices, parts of speech, phrases, clauses

Summarizing, close reading (annotating, questioning, seeing patterns), visualizing, referencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

Assessments

Close Reading Assessment

Formative: Other written assessments

Students will close read and annotate a text to identify and support analysis of a theme.

 Close Reading and Annotation Rubric.docx

Narrative

Core Learning Activities

Writing a Summary

Students will read fiction and determine the relevant details to include in a summary that includes the narrative elements, such as plot, main characters, and setting.

Identifying Theme

As theme is what the author is saying about human nature and reading texts help students understand what makes us human, students get a variety of opportunities to identify theme from different medium, selecting from short videos, music videos, short stories, and full length texts.

Students read a short story, identify a central theme and write an essay that develops the central theme.

Narrative Writing

Students compose their own narrative, based on personal experience or a character in the core text.

Resources

Professional & Student

Full-length Texts:

Speak by Laurie Halse Anderson

Night by Elie Wiesel

To Kill a Mockingbird by Harper Lee

Lord of the Flies by William Golding

If I Should Die Before I Wake by Han Nolan

Romeo and Juliet by William Shakespeare

Students will employ voice and understanding of human nature to write a story (fictional or memoir) that conveys a theme.

Students will reflect on the choices they made in developing their voice and theme.

Short Stories:

"A Brief Moment in the Life of Angus Bethune" by Chris Crutcher
"Sucker" by Carson McCullers
"Scarlet Ibis" by James Hurst
"Teenage Wasteland" by Ann Tyler
"Two Kinds" by Amy Tan
"The Osage Orange Tree" by William Stafford
"The Necklace" by Guy de Maupassant
"The Bass, the River, and Sheila Mant" by W.D. Wetherell
"Isabel Fish" by Julie Orringer

Poetry:

"Richard Cory" by Edwin Arlington Robinson

Films:

The Sandlot
Finding Forrester
Romeo and Juliet dir. by Zeffereilli
William Shakespeare's Romeo + Juliet dir. by Baz Luhrmann
Twilight Zone episodes (i.e. "One for the Angels," "The Hitchhiker")
Various Pixar shorts
Johnny Cash "Hurt" video
Youtube video: "How to find a theme"
<https://www.youtube.com/watch?v=p4qME64SkxM>

Potential Additional Activities:

- Students read *To Kill A Mockingbird* and write a creative piece from the perspective of one of the characters where they "walk around in another character's skin." This may include the incorporation of research for support.
- Students take a main character to focus on and create graphics to identify the adjectives, nouns, and verbs associated with that character. Using the details they create a poem that encapsulates the inferences about that character.
- Students participate in centers where they experience and discuss a variety of supplemental materials providing multiple perspectives on the core text.
- Draft and workshop personal narratives in small writing groups.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Oral Communication
Written Performance

Interdisciplinary Connections

Social Studies, World Language and Music - True stories of individuals from different cultures and time periods help us develop empathy.

World Language - Structures of language can be manipulated to develop voice.





Recognizing and Responding with Resiliency

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Themes: Perception, Balance, and Hardship

Process Concepts: quote analysis, literary device analysis, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, rafting, revising, reflecting (goal setting)

English Microconcepts: literary devices (simile, metaphor, personification, hyperbole, alliteration, allusion, oxymoron), imagery, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, parallel structure, colon

Knowledge Concepts: perception, balance, hardship, resiliency, journey, self-care, mindfulness, self-awareness, self-expression, self-image, private and public self, conflict & relationships

Generalizations / Enduring Understandings

1. Individuals faced with hardship or conflict innately seek comfort. Resilient individuals have self awareness and choose more productive strategies for long-term solutions.
2. Conflict between private and public perception of self requires a decision to defend one's perception or to accept others'.
3. Self care promotes one's ability to respond with resiliency.
4. Resiliency increases by reevaluating relationships based on their positive or negative influence on oneself.
5. Resilient individuals balance between self-care and contribution to the greater good.
6. One's perception of hardship transforms with experience.
7. Author-selected details, e.g., literary devices, enable the reader to visualize and better understand the implied meaning of their work.
8. Sentence structure and punctuation balance content and style.
9. The recursive practices of reading and writing foster one's ability to explore and interact with the world and develop literary skills and resiliency to become a contributing member.

Guiding Questions

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

- 1a. What is resiliency? (F)
- 1b. What are strategies resilient people use? (F)
- 1c. How is the quality of life different for those who are resilient versus those who aren't? (C)
- 1d. How can individuals be resilient in the face of conflict or hardship? (C)
- 1e. Is resiliency necessary? (P)
- 1f. What happens when resilience fails? (C)
- 2a. Is there always a difference between public and private self? (P)
- 2b. What happens when our perceptions of ourselves differ from others' perceptions of us? (C)
- 3a. What are self care strategies? (F)
- 3b. How do people use self care to overcome hardship or respond to conflict? (C)
- 4a. What factors affect one's ability to care for and express oneself? (F)
- 4b. How do relationships impact one's ability to be resilient? (C)
- 5a. What are the costs and benefits of being resilient? (C)
- 5b. How does one find a balance between self-care and contributing to the greater good? (C)
- 5c. Is the greater obligation to self or the community? (P)
- 5d. What motivates people to choose self over community or community over self? (P)
- 6a. Is hardship universally defined? (P)
- 6b. How do experiences shape one's perception of hardship? (C)
- 7a. Why do authors select details, e.g. literary devices? (C)

- (C)
- 7c. What is the difference between show and tell? (C)
- 8a. What is parallel structure? (F)
- 8b. When is parallel structure used? (F)
- 8c. How do writers use colons? (F)
- 8d. How do authors balance content and style? (C)
- 9a. How do reading and writing relate to each other and to the world? (C)
- 9b. How do we develop resiliency through and in reading and writing? (C)

tandard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Range of Reading and Level of Text Complexity

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

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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.

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between 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.

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

anticipates the audience's knowledge level and concerns.

- W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.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.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a. Use parallel structure.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2b. Use a colon to introduce a list or quotation.

Objective(s)

loom/ Anderson Taxonomy / DOK Language

students will identify and analyze how authors use details, e.g. literary devices, to create meaning.

students will identify resiliency strategies through reading, writing, viewing, and purposeful discourse.

students will analyze multiple sources to evaluate resiliency strategies and synthesize them for personal application.

Critical Content & Skills

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

students will be able to identify literary devices.

students will be able to identify resiliency strategies.

students will be able to define resiliency.

students will be able to unpack quotations.

students will be able to analyze how an author uses details, e.g., literary devices to create meaning.

Core Learning Activities

Class Discussion/Journaling

Connecting to the SEL curriculum of advisory and supplemented by the mindfulness work, and drawing on student's own experiences, engage the class in a discussion or journal activity on resiliency. Some potential talking points: What situations require resiliency? What are resilient strategies that are successful? what are inherent dangers in some strategies?

unctuation to enhance meaning.

literary devices (simile, metaphor, personification, hyperbole, alliteration, allusion, oxymoron), imagery, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, connotation, parallel structure, colon

quote analysis, literary device analysis, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

Assessments

Literary Analysis

Summative: Other written assessments

Students write a literary analysis.

Quote Analysis

Formative: Other written assessments

Students will write a quote analysis, unpacking text and explaining how details, e.g. literary devices, contribute to the author's purpose.

Midterm Exam

Summative: Other written assessments

Students will close read a short story and respond to four prompts.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Written Communication
Written Performance

- Written Performance

With a whole class, book club, or independent text, students read using the lens of hardship. They identify the hardships the main character faces and evaluate the way the character deals with it.

Close Reading

Students conduct close reading of passages from a text, annotating literary devices and analyzing how the writer uses them to convey their point.

Resources

Professional & Student

Whole Texts

Speak by Laurie Halse Anderson

Night by Elie Wiesel

To Kill a Mockingbird by Harper Lee

If I Should Die Before I Wake by Han Nolan

I am Malala by Malala Yousafzai

The Absolutely True Diary of a Part Time Indian by Sherman Alexie

The Running Dream by Wendelin Van Draanen

Short Stories

"The Isabel Fish" by Julie Orringer

"Snow" by Julie Alvarez

"Note to Myself 6th Grade Self" by Julie Orringer

Spoken Word Poetry

Guided Meditations :<http://marc.ucla.edu/mindful-meditations>

Apps: 10% Happier and Insight Timer

Poems

"Still I Rise" by Maya Angelou

"I Know Why the Caged Bird Sings" by Maya Angelou

"If" by Rudyard Kipling

"Richard Cory" by Edwin Arlington Robinson

Potential Additional Activities:

- Students write a resiliency rap that tracks the character arc of a central character—specifically how the character responds to and overcomes challenges, and how the character changes as a result.
- Students complete a close reading journal of the three hangings and aftermath in *Night* to identify and explore how Wiesel makes use of literary devices to explore the different kinds of loss (e.g., spiritual, emotional, humanity) the prisoner's experienced. This later becomes textual evidence for their paper on defining resilience.
- Final close reading with *To Kill a Mockingbird*. The students read and annotate the passage that begins with "We came to the light on the street corner..." and ends with "...except possibly algebra..."

 resiliency- Mr. Rogers.pdf

Interdisciplinary Connections

Health - Mindfulness and self-care strategies

Social Studies - Historical figures who have shown resilience in the face of hardship

Science - the physiology of self-care strategies and brain health



Life is a Matter of Decisions

6 Curriculum Developers

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 Reason

Process Concepts: argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), comparing/contrasting

English Microconcepts: claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Knowledge Concepts: emotion, reason, bias, subjective reasoning, objective reasoning, power

Generalizations / Enduring Understandings

1. Balancing emotion and reason facilitates decision making to successfully navigate the world.
2. Uncertainty leads people to consciously and subconsciously look to others to influence their beliefs and decisions.
3. Recognizing bias, both personal and in others, empowers one to evaluate objectively others' intentions.
4. Persuasive arguments depend on selecting evidence from valid sources and refuting or conceding the counter claim.
5. An effective argument combines appeals to ethos, pathos and logos.
6. Strategic presentation of material controls the audience's response.
7. Sophisticated consumers of media recognize creators' intentions and implementation and evaluate their efficacy.

Guiding Questions

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

- 1a. How do emotion and reason affect decision making? (C)
- 1b. What defines success? (P)
- 1c. Is it possible to control the balance between emotion and reason? (P)
- 1d. Can emotions be controlled? (P)
- 1e. What factors influence emotion? (C)
- 2a. How do others influence one's beliefs and decisions? (C)
- 2b. What qualities of mentors and leaders influence decision making positively? (C)
- 2c. What is the difference between consciously and subconsciously? (F)
- 2d. Should people allow others to influence their decision making? (P)
- 3a. What is bias? (F)
- 3b. How does one identify personal bias? (C)
- 3c. How does one identify bias in sources? (C)
- 3d. How does recognizing bias broaden one's ability to evaluate objectively? (C)
- 4a. What makes an argument persuasive? (C)
- 4b. How does one construct a persuasive argument? (F)
- 4c. What defines claim and counterclaim? (F)
- 4d. What determines the validity of a source? (C)
- 4e. What are strategies for evaluating the validity of a source? (F)
- 4f. How does one select the most appropriate and effective evidence to support an argument? (C)
- 5a. What are ethos, pathos and logos? (F)
- 5b. What creates an effective argument? (C)
- 6a. How do creators attempt to control audience response? (C)
- 6b. Can creators make different decisions and be equally effective in controlling audience response? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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.

- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading: Informational Text

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.

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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.

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.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.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

significant for a specific purpose and audience.

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.

- W.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.

Range of Writing

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

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

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

loom/ Anderson Taxonomy / DOK Language

Students will evaluate argument.

Students will compare and contrast the same material presented in two or more artistic mediums and evaluate their effectiveness.

Students will gather information from sources to develop and support argumentation.

Students will evaluate source material for bias and validity.

Students will construct and deconstruct an argument.

Students will define, identify, and apply appeals to ethos, pathos, and logos.

Critical Content & Skills

That students must KNOW and be able to DO

Argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting)

Claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Students will define, identify and apply appeals to ethos, pathos, and logos.

Students will define claim and counterclaim.

Students will understand and apply strategies for note taking, organizing and citing sources.

Assessments

Written Argument

Summative: Other written assessments

Students will compose an argument employing strategies learned throughout the unit.

Core Learning Activities

Evaluating validity of sources

In preparation for making an argument (essay, debate, presentation), students use on-line sources and evaluate them for reliability and usefulness for their task.

Informal Debate/Text-based Seminar

Using one of the texts for the unit, conduct an informal debate or text-based seminar around the decision a main character made.

Comparison of text and film or other genre.

Students can view scenes from partner films to *To Kill a Mockingbird*, *Romeo and Juliet*, *Doubt* to identify director's decisions and the effects of those decisions.

 CARS Checklist for Evaluating Sources.pdf

Resources

Professional & Student

Whole Texts

Monster- Walter Dean Myers

Separate Peace-John Knowles

Lord of the Flies - William Golding
Absolutely True Diary of a Part-time Indian- Sherman Alexie
Romeo and Juliet- William Shakespeare

Films

Different film versions of *Romeo and Juliet*, 1968 Zefferelli, 1996 Luhrman, *Gnomeo and Juliet*, 2011
Doubt- the film 2008

Short Stories

"*Pyramus and Thisbe*"- Edith Hamilton

Plays

Doubt- John Patrick Shanley

Library Databases

Noodle Tools

Ted Talks- What makes an effective leader?

"Camaro"-Phil Kaye <https://www.youtube.com/watch?v=56NKbE44zpl>

Teacher Texts

Everything is an Argument - Andrea Lunsford, John Ruszkiewicz, and Keith Walters

Practical Argument - Laurie Kirsznar and Stephen Mandell

Potential Additional Activities

- Possible informal debate topics: In *Monster*, when James King asks Steve to participate in the robbery, what does he say? In *Speak*, did Heather make the best decision when leaving Melinda?
- Students evaluate the credibility and bias in profile essays and then conduct observations and interviews of a person to write their own profiles essays.
- Students engage in a text-based seminar using student generated thematic and author's craft related questions about a whole class text.
- Students compare *To Kill a Mockingbird* with texts by writers of color to evaluate how voice and perspective change the story and shape the reader's understanding.
- Following Part One in *To Kill a Mockingbird*, students identify Lee's key themes and watch the film up to the trial to determine if the movie adequately communicates Lee's intent. Culminates in an essay.
- Literary dominoes-Students evaluate the decisions made by the protagonist. Then consider which decision most impacts the character and/or the outcome of the story. Create a visual that illustrates this.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Oral Communication
Written Performance

Interdisciplinary Connections

Social Studies - Western Studies - Is Napoleon a good leader or not?

Science - Evaluating evidence in the experiment.

Music - Comparing and contrasting the same material presented in different ways (different arrangements).

Art - Critiquing and evaluating efficacy of work

Geometry - Selecting the best method for proof





Stand Up, Speak Out: A Call for Social Justice

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Themes: Influence and Transformation

Process Concepts: argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), speaking, listening, oration

English Microconcepts: claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Knowledge Concepts: silence, morality (good vs. evil), prejudice, racism, integrity, individual vs. society, greater good, empathy

Generalizations / Enduring Understandings

1. Silence can be used effectively to stand up for social justice, as a means of survival, or can allow the injustice to continue.
2. A courageous individual who desires to make change may suppress their needs for the greater good.
3. Acting with integrity inspires others to follow the cause.
4. Social issues, e.g. prejudice and racism, must continually be addressed and develop empathy for the oppressed.
5. Argumentation requires selecting a medium and presenting claims and evidence to make a change.
6. Close reading to identify and evaluate ethos, pathos and logos builds understanding of the impact on audience.
7. Specific, relevant and varied evidence substantiates claims to empower agency and change.
8. Mutual respect and preparation strengthens discourse.
9. Respectful and appropriate discourse enables participants to evaluate their course of action.

Guiding Questions

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

- 1a. What are the consequences of silence? (C)
- 1b. Is it ever acceptable to remain silent in the face of injustice? (P)
- 1c. What is social justice? (F)
- 1d. What are effective examples of social justice that use silence or voice? (F)
- 2a. Is it brave or unwise to take action when one's chance of success is limited? (P)
- 2b. What is the line between courage and foolishness? (C)
- 2c. What is the greater good? (C)
- 2d. Who decides what is best for larger community? (C)
- 2e. What is courage? (F)
- 3a. What is integrity? (F)
- 3b. How does one act with integrity? (C)
- 3c. Who has inspired others to follow their cause? (F)
- 4a. What is empathy? (F)
- 4b. What are contemporary social issues? (F)
- 4c. Is it possible to inspire people who are apathetic to injustice? (P)
- 4d. Why is it important to address social issues with empathy? (C)
- 4e. Who are the stakeholders who participate to create long-lasting social change? (C)
- 5a. How do writers build claims to a call to action? (F)
- 5b. What mediums are available for presenting an argument? (F)
- 5c. How does form follow function? (C)
- 5d. Is it possible to have too much evidence to support an argument? (P)
- 5e. Are certain types of evidence more persuasive than others depending on purpose and medium? (P)

(C)
6b. What strategies does the author use to employ ethos, pathos and logos? (F)

7a. What makes evidence specific and relevant? (F)

7b. How do writers cite evidence to substantiate claim and credit the original source? (F)

7c. How does a variety of evidence effectively influence the audience to act? (C)

7d. What is agency? (F)

7e. Can writers use these skills for devious purposes? (P)

8a. How does a participant show respect in discourse? (F)

8b. What strategies does a participant use to prepare for discourse? (F)

8c. Is it possible to have a discussion that leads to change without mutual respect and preparation? (P)

8d. When is the call for change greater than the need for individual respect? (P)

9a. Does being persuaded demand action? (P)

9b. As a result of discourse, how does one evaluate one's resources (tangible and intangible) to allocate them effectively for the greatest impact? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.9-10.8. (Not applicable to literature)

Range of Reading and Level of Text Complexity

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

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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.

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between 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.

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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

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.

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range of Reading and Level of Text Complexity

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

- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

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

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

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

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

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

Range of Writing

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

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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objective(s)

loom/ Anderson Taxonomy / DOK Language

Students will conduct close reading of evaluated/vetted fiction and non-fiction texts to advance a position.

Students will gather and organize information from sources to develop and support argumentation.

Students will prepare for discussions, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will practice collaborative, respectful discourse.

Students will reflect on how research and discourse have impacted their thinking.

Students will identify and apply ethos, pathos, and logos in presentations, speeches, and visuals.

Critical Content & Skills

What students must KNOW and be able to DO

Argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), speaking, listening, oration

Claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Students will conduct close reading of evaluated/vetted fiction and non-fiction texts to advance a position.

Students will gather and organize information from valid sources to develop and support argumentation.

Students will prepare for discussions, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Core Learning Activities

Close Reading

- Read and annotate the passage (show all of your thinking and noticings).
- Write a paragraph with a theme statement for the passage and explain how one literary device or word, phrase or sentence contributes to the theme

Research

- Depending on independence of students, they start research by finding or being given topics that reflect a metaphoric "disease or beast" that is harming the current society. Students note take from credible sources.
- Students create an MLA Works Cited page.

the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will practice collaborative, respectful discourse.

Students will reflect on how research and discourse have impacted their thinking.

Students will identify and apply ethos, pathos, and logos in presentations, speeches, and visuals

Assessments

Socratic Seminar Reflection

Formative: Other oral assessments

 Socratic Seminar Preparation.docx

Occasional Paper

Formative: Other oral assessments

Students select a topic from an occasion in their life that has broader ramifications to change the world.

Examples: obsession with phone leading to societal ills.

 occasional paper.docx

The Beast of The Year/Disease of the Year

Summative: Other written assessments

Student identifies and reflects on a self-identified "major social issue" in modern time, via essay or speech.

 Beast: Lord of the Flies Final Assessment

 Freshman final exam and rubric 2017

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Oral Communication

Written Performance

Resources

Professional & Student

Whole Texts

Speak Laurie Halse Anderson

Night Elie Wiesel

Monster Walter Dean Myers

To Kill a Mockingbird Harper Lee

If I Should Die Before I Wake Han Nolan

Lord of the Flies William Golding

Doubt John Patrick Shanley

Romeo and Juliet William Shakespeare

Short Story

"Persian Carpet" Hanan Shaykh

Tedtalk

"Everyday Leadership" Ted Talk

https://www.ted.com/talks/drew_dudley_everyday_leadership

"Listen. Learn, and then Lead"

https://www.ted.com/talks/stanley_mcchrystal

"How to Start a Movement"

https://www.ted.com/talks/derek_sivers_how_to_start_a_movement

Potential Additional Activities:

- Students adapt persuasive essays to speech form, and deliver them to the class.
- Seminars/presentation- students share the results of their research.

Interdisciplinary Connections

Conversations on Race

Social Studies

Public Speaking

Philosophy

Peer Leadership After school debates

Environmental Science class

LMC Freshman Seminar





Who Are We?

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lenses: Identity and Perception

Theory of Process concepts: close reading, narrative construction, development of voice, writing for self and audience, editing and revising for impact

English microconcepts: memoir, autobiography, personal narrative, voice, style, irony, author's craft, audience awareness, structure

Theory of Knowledge concepts: voice, identity, individualism, community, culture, truth, memory, identity, American identity, historical context

Generalizations / Enduring Understandings

- Writing personal stories facilitates the investigation and discovery of personal truth.
- Perspective, experience and time shape memories and interpretation of the truth.
- Memoirs and personal narratives cultivate a deeper understanding of individual and collective identity.
- American literature has historically grappled with the conflict between individualism and community.
- Memoirs manipulate language (style, sentence structure, tone) to influence the reader's perception of the writer's experience.
- Memoirs may employ techniques of fiction in order to better convey the truth.

Guiding Questions

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

- 1a. What are the distinctions between memoir, autobiography, and personal narrative? (F)
 - 1b. Why do individuals write about themselves? (C)
 - 1c. How do authors decide what to include in an autobiography/memoir? (C)
 - 1d. Does personal writing always need an audience? (P)
- 2a. How do perspective, experience, and time shape our memories? (C)
 - 2b. Is there one objective truth? (P)
 - 2c. Can people have different memories of the same event? (P)
- 3a. How does reading others' personal stories help individuals understand themselves? (C)
 - 3b. How does reading others' personal stories help individuals understand a collective identity? (C)
 - 3c. Is there an American Identity? (P)
 - 3d. How does one shape their identity within a community? (C)
- 4a. How is history a collection of stories? (C)
 - 4b. What is individualism? (F)
 - 4c. What is the individual's responsibility to their communities? (C)
 - 4d. Why is the conflict between individualism and community so deeply rooted in American literature? (C)
 - 4e. How is the American experience unique? (C)
 - 4f. Whose voices tell the story of American history? (C)
- 5a. In what ways may writers choose to present their experiences? (F)
 - 5b. How do writers manipulate language? (F)
 - 5c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
 - 5d. What effects do various literary and rhetorical strategies have on the reader? (F)

- 6b. Under what circumstances might a writer fictionalize an account or experience? (F)
- 6c. How does an author's decision to fictionalize personal experience affect the audience? (C)
- 6d. Is it easier to get at the truth through fiction? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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.
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objective(s)

Common Core/ Anderson Taxonomy / DOK Language

Students will identify and analyze style and voice in readings.

Students will uncover how authors' manipulation of language affects reader interpretation.

Students will develop a personal voice and style in narratives.

Students will create a personal narrative that is anchored in an essential moment in their lives.

Students will assess, revise, and critique personal narratives.

Students will explore the American identity by analyzing multiple sources and reflecting on personal experience.

Critical Content & Skills

What students must KNOW and be able to DO

Memoir, autobiography, personal narrative, voice, style, irony, author's craft, audience awareness, structure, identity, individualism, community, American identity, historical context

Close reading, narrative construction, development of voice, writing for self and audience, editing and revising for impact


Core Learning Activities

Formative: Close reading exercises, reading of memoir and creative nonfiction, responses to reading, discussion, revision, and writing center

Summative: Seminar, memoir

 walden response papers.doc

 Memoir Prompts.docx

 Where I'm From.docx

Assessments

Personal Narrative

Summative: Narrative Writing Assignment

Students will create a personal narrative revealing an essential moment in their lives as well as their distinct personality and voice.

Reflection

Formative: Self Assessment

Students reflect on the experience of participating in the story exchange and the creation of their personal narrative.

 Memoir assignment.docx

 rubric for memoir.docx

Resources

Professional & Student

Full Text

The Things They Carried (Tim O' Brien)

Black Boy (Richard Wright)

In Our Time (Ernest Hemingway)+++

Walden (Henry David Thoreau)++

Autobiography (Excerpts)

"Indian Education" from *The Lone Ranger and Tonto Fistfight in Heaven* (Sherman Alexie)

"Indian Camp" from *In Our Time* (Ernest Hemingway)+++

"Cyclops" and other essays from *Naked* and "Now We Are Five" from *The New Yorker* (David Sedaris)

"Killing Chickens" (Meredith Hall)

"From Cop Killer to Law and Order" (Ice-T)

Decoded (Jay-Z)

The County of Kings (Lemon Anderson)

'Tis (Frank McCourt)

Narrative of the Life of Frederick Douglass (Frederick Douglass)++

"Burning of Our House," "To My Dear and Loving Husband," and other poems by Anne Bradstreet+~
"On Being Brought From Africa to America" (Phyllis Wheatley)+~

INFORMATIONAL TEXTS

"Memory and Imagination" (Patricia Hampl)
"The New Journalism" (Tom Wolfe, Ed.)

ART, AUDIO, MUSIC, AND MEDIA

My Girlfriend's Boyfriend (Mike Birbiglia) – Stand-Up Comedy & Theatre
"A Cloud of Smoke" from *The Prince of Frog Town* (Rick Bragg)
Israel-Haifa-Nazareth Story Swap - Youtube video from N4
Haiti-New Orleans Story Swap – Youtube video from N4
"Hello I Have Cancer" (Tig Notaro)

Student Learning Expectation & 21st
Century Skills
Information Literacy
Critical Thinking
Oral Communication
Written Performance

Interdisciplinary Connections

History
Art
Social studies



What is the American Dream?

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Opportunity

Theory of Process concepts: argument, rhetoric, reasoning, identifying bias, research, synthesis

English Microconcepts: ethos, pathos, logos, connotation, denotation, refutation, tone, syntax, organization, craft, audience, primary source, secondary source, rhetorical strategies, rhetorical triangle, claim, refutation

Theory of Knowledge concepts: opportunity, inequality, social mobility, American Dream, wealth, poverty, values, perception, evolution of American government and economic structures

Generalizations / Enduring Understandings

- Skillfully used connotation, rhetorical strategies, syntax, tone and form persuade a targeted audience.
- Persuasive writers synthesize primary and secondary source materials in conjunction with rhetorical strategies to create an argument.
- Defensible claims drive persuasive writing.
- Literature reflects the values and principles of a nation.
- Origins impact access to opportunities.
- Perception of the American Dream changes over time as values and culture evolve.

Guiding Questions

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

- 1a. What rhetorical strategies do authors use in crafting argument? (F)
1b. How do authors determine the audience for their argument? (C)
1c. What different forms can an argument take? (F)
1d. How do authors select the most effective form for their argument? (C)
- 2a. What is a primary source? (F)
2b. What is a secondary source? (F)
2c. How do writers evaluate and select effective sources for an argument? (C)
2d. How do authors synthesize sources to support a persuasive argument? (C)
- 3a. What makes a claim defensible? (F)
3b. How does the claim drive persuasive writing? (C)
- 4a. What are the founding principles of America? (P)
4b. How do the founding principles of America influence its government and economic structures? (C)
4c. How has the evolution of American government and economic structures influenced American literature? (C)
4d. Does American society live up to its founding ideals? (P)
- 5a. What are different examples of opportunity? (F)
5b. How do origins affect access to opportunities? (C)
5c. Does equal opportunity exist? (P)
- 6a. What is the American Dream? (C)
6b. How has the American Dream changed through time? (C)
6c. How is the American Dream different for different people? (C)
6d. Is achieving the American Dream possible? (P)

Reading: Literature**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.

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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.

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Text**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.

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

- RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Range of Reading and Level of Text Complexity

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

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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.

- W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

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

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

Common Core/ Anderson Taxonomy / DOK Language

- Students will identify and analyze arguments presented in nonfiction texts.
- Students will analyze and draw conclusions from complex nonfiction and fictional texts.
- Students will identify and analyze author's craft, viewpoint, and potential bias.
- Students will synthesize information across multiple sources or texts.
- Students will create an argument that persuades the audience to consider their solution to a complex problem.
- Students will anticipate, assess, and refute opposing viewpoints

Critical Content & Skills

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

Argument, rhetoric, audience, organization, research, syntax, tone, craft, ethos, pathos, logos, connotation, denotation, refutation, opinion/editorial, claim

Core Learning Activities

Formative: close reading practice, viewing and reading of text, analyze and discuss editorials and opinion pieces

Summative: Formal argument (Op-Ed, Persuasive Speech, Debate, or Project)

 Op Ed webquest.docx

 Op-Eds.pptx

Assessments

Opinion Editorial

Summative: Expository Essay

Students will identify an issue related to class, wealth or empathy and then create a strong position on the issue.


Students will then write an opinion/editorial that synthesizes their knowledge gleaned from primary and secondary source materials and utilizes persuasive appeals as well as the conventions of an editorial (economic, declarative, passionate, insightful) and effective syntax and diction


Mid Term Exam

Summative: Written Test

The mid-term consists of an SBAC-style synthesis essay and close reading taken from one of the curricular texts addressed 1st semester.

Resources attached below. Note: the cartoon is on pg. 10 of the pdf.

 Midterm_2014.docx

 midterm argument rubric_2014.docx

Resources

Professional & Student

Books:

The Great Gatsby+++

*Death of a Salesman***

Bartleby the Scrivener++

The Grapes of Wrath

Ethan Frome+++

The Autobiography of Benjamin Franklin+

excerpts from *Hologram for a King* - Dave Eggers

Film:

Park Avenue: Money, Power, and the American Dream

The Empathy Exams: Essays

Articles:

"Way to Wealth" - Benjamin Franklin+

"What is an American" Jean de Crevecoeur+

"The Money Empathy Gap" - Lisa Miller

"The Tale of Two Schools" - Joel Lovell

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<http://www.nytimes.com/2013/12/29/arts/the-meanings-of-the-selfie.html>

<https://www.youtube.com/watch?v=jjylcz7wUH0>

http://apcentral.collegeboard.com/apc/public/repository/ap10_frq_e rg_lang.pdf

"The Good Samaritans: Melinda Gates, Bono, and Bill Gates: Three People on an Global Mission to End Poverty, Disease - and Indifference" - Nancy Gibbs

Web Resources:

RSA Animate: The Empathic Civilization

RSA Shorts: The Power of Empathy

Emotional Intelligence Quiz: The Greater Good

Yale Center for Emotional Intelligence

<http://nymag.com/news/features/money-brain-2012-7/>

http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?_r=0

<http://healthland.time.com/2010/11/24/the-rich-are-different-more-money-less-empathy/>

<https://www.youtube.com/watch?v=I7AWnfFRc7g>

<https://www.youtube.com/watch?v=1Evwgu369Jw>

http://greatergood.berkeley.edu/ei_quiz/

<http://ei.yale.edu/>

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Oral Communication
Written Performance

- Written Performance

Interdisciplinary Connections

Social Studies, Art



Amplifying All Voices

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lenses: Agency and Justice

Theory of Process concepts: close reading, determining context, using context to infer meaning, analyzing structure

English microconcepts: motif, literary devices, characterization, audience, structure, critical lens, context, citations, theme, voice

Theory of knowledge concepts: marginalization, injustice, social justice, struggle, triumph

Generalizations / Enduring Understandings

- Historical, social, political, and economic contexts yield texts.
- Literature exposes injustice and advocates for social justice.
- American literature reveals the unique struggles and triumphs of marginalized or oppressed voices.
- Analysis of text employs critical lenses to reveal layered meanings.
- Evaluation of context and manipulation of text structure contribute to conveying message to intended audience.
- Motifs convey complex thematic ideas.

Guiding Questions

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

- 1a. What defines context? (F)
1b. How does context inform the reading of a text? (C)
1c. How can readers evaluate the context(s) of a work? (C)
1d. Can a work be read without context? (P)
- 2a. What is injustice? (F)
2b. What is social justice? (F)
2c. How does literature expose injustice? (C)
2d. How can literature advocate for social justice? (C)
2e. Should literature be an argument? (P)
2f. Can a book change the world? (P)
- 3a. How is America culturally unique? (C)
3b. How is America historically unique? (C)
3c. How has America's unique cultural history contributed to the marginalization and oppression of certain voices? (F)
3d. How have American authors amplified the voices of marginalized individuals, their struggles and triumphs? (C)
3e. Can a book change your life? (P)
- 4a. What is a critical lens? (F)
4b. Through what types of critical lenses can one view literature? (F)
4c. How does the use of critical lenses affect understanding and appreciation of a text? (C)
4d. How can reading through a critical lens help readers understand the context of a work? (C)
- 5a. What is structure? (F)
5b. What are some structures authors use? (F)
5c. How can structure be manipulated? (C)
5d. How can structure affect meaning? (C)
5e. How do context and audience inform structure? (C)
5f. Can structure interfere with meaning? (P)

- 6a. What is a motif? (F)
- 6b. How do authors use motifs to enhance themes? (C)
- 6c. How does the study of literary devices evolve? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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.

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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.

- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

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

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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.

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

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

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.

- RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

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

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a. Observe hyphenation conventions.
- L.11-12.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

loom/ Anderson Taxonomy / DOK Language

- Students will infer meaning from primary text
- Students will apply reading strategies to construct meaning from the text
- Students will recognize and compare motifs within and across multiple texts
- Students will create an analytical argument that poses a claim and employs evidence from the text(s)
- Students will identify and analyze critical lenses through which texts can be viewed and analyzed

Critical Content & Skills

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

Close reading, inference, rhetorical analysis, theme, motif, literary devices, characterization, plot structure, conventions of Standard English, citations

Core Learning Activities

Formative: Close reading practice, theme tracking practice, literary analysis, literary devices, organization and citation

Summative: Formal literary analytical essay or project

 Death of a Salesman Notetaking.docx

Assessments

Formative Literary/Rhetorical Analysis

Formative: Other written assessments

Summative Literary Analysis or Project

Summative: Other written assessments

 Ethan Frome Analytical Essay.docx

 fahrenheit Motif Presentations.doc

Resources

Professional & Student

Their Eyes Were Watching God (Zora Neale Hurston)+++

The Narrative of the Life of Frederick Douglass (Frederick Douglass)++

The Crucible (Arthur Miller)**

Ethan Frome (Edith Wharton)

A Raisin in the Sun (Lorraine Hansberry) **

Educated (Tara Westover)

SlaughterhouseFive (Kurt Vonnegut)

The Night Thoreau Spent in Jail (Lawrence & Lee)

Supplemental Texts

Dead Poets' Society (film)

The Color Purple (film)

Obama's March 18, 2008 Speech on Race

The Lone Ranger and Tonto Fistfight in Heaven (Sherman Alexie)

Decoded (Jay Z)

Queen Victoria's Letters (Longman British Literature Anthology)

"A Case for Reparations" (Ta-Nehisi Coates)

"What We Mean When We Say 'Race is a Social Construct'" (Ta-Nehisi Coates)

"To Be Black At Stuyvesant High" (Fernanda Santos)

"How It Feels To Be A Colored Me" (Zora Neale Hurston)+++

"I Like Guys" (David Sedaris)

"The Venus Hip-Hop and the Pink Ghetto: Negotiating Spaces for Women" (Imani Perry)

"When Black Feminism Faces the Music, And the Music is Rap" (Michele Wallace)

"Beyond Racism and Misogyny: Black Feminism and 2 Live Crew" (Kimberle Crenshaw)

"On Civil Disobedience" (Henry David Thoreau)

21st Century Skills

Information Literacy
Critical Thinking
Oral Communication
Written Performance

History
Sociology
Art

- Written Performance



Power of Inquiry

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Inquiry

Theory of Process concepts: inquiry, versatility, adaptability, independence, authenticity, research

English microconcepts: speaker, audience, purpose, rhetorical triangle, citation, organization, juxtaposition, presentation, audience engagement, genre, form, primary research, secondary research, discussion

Theory of Knowledge: inquiry, versatility, adaptability, independence, authenticity, humanity

Generalizations / Enduring Understandings

- Authentic inquiry comprises a fundamental aspect of being human.
- Research to pursue inquiry requires initiating, accessing and evaluating primary and secondary sources.
- Versatility in reading, writing, and discussing requires purposeful choice of genre and modalities.
- In written work, rhetorical strategies, structure, and visuals convey different meanings to an audience when adapted.
- In presentations, rhetorical strategies, structure, and visuals engage an audience when adapted.

Guiding Questions

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

- 1a. What is authentic inquiry? (F)
 - 1b. How can a researcher frame questions for the best possible results? (C)
 - 1c. How can a researcher pursue a line of inquiry? (C)
 - 1d. How does inquiry enhance critical thinking skills? (C)
 - 1e. Is inquiry necessary for progress? (P)
 - 1f. What is the value of being curious? (C)
- 2a. When can one trust what one read? (F)
 - 2b. What is experiential research? (F)
 - 2c. How do primary sources supplement secondary sources? (F)
 - 2d. How does inquiry guide research? (C)
 - 2e. How do accurate source citations promote further inquiry? (C)
 - 2f. How does one initiate research? (C)
- 3a. How do readers choose which book to read next? (C)
 - 3b. What are some different purposes for reading? (C)
 - 3c. How do writers choose what to write? (C)
 - 3d. What are some different purposes for writing? (C)
 - 3e. How do style and genre change according to the writer's purpose? (C)
 - 3f. How do book club members decide what to discuss? (C)
 - 3g. Is discussing a text always valuable? (P)
- 4a. What are rhetorical strategies? (F)
 - 4b. What is visual rhetoric? (F)
 - 4c. What is the rhetorical triangle? (F)
 - 4d. How do speaker, audience, and purpose interact? (C)
 - 4e. How does structure affect meaning? (C)
 - 4f. How do writers manipulate their audience? (C)

- 5b. What is the rhetorical triangle? (F)
- 5c. How do speaker, audience, and purpose interact? (C)
- 5d. How does structure affect meaning? (C)
- 5e. How do speakers manipulate their audience? (C)
- 5f. How does the rhetorical triangle operate in spoken communication? (C)
- 5g. What is engagement? (F)
- 5h. What are some strategies speakers use to engage their audience? (C)
- 5i. How do presenters ensure transfer of knowledge to their audience? (C)
- 5j. What are the responsibilities of an audience? (C)
- 5k. Is an audience always a group of learners? (P)
- 5l. Are spoken and written communication different? (P)

tandard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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.

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex

- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

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

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Objective(s)

Common Core / Anderson Taxonomy / DOK Language

- Students will develop and revise questions to guide their research of a self-selected topic.
- Students will identify and evaluate multiple primary and secondary sources of information during the research process.
- Students will create a multi-genre project that presents the conclusions drawn from their research.
- Students will create an interactive presentation of their project.
- Students will analyze texts and initiate discussion of those texts with peers.

Critical Content & Skills

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

inquiry, research, organization, juxtaposition, rhetorical arrangement, rhetorical triangle, citation of sources, presentation, audience engagement, genre, form, independence

Assessments

Proteus Project

Summative: Other written assessments

- 📎 Proteus Spring 2018 For Realsies Honors_AP Rubric.docx
- 📎 CP Proteus Rubric 2019.docx
- 📄 Proteus presentation rubric for realsies
- 📄 NHS Standards for Written Communication.pdf

Book Club discussion

Summative: Lecture/seminar

- 📎 American Literature Book Clubs.docx

Core Learning Activities

Formative: Citation worksheets and practice, research visits to library, writing center, collaboration, revision, book club reading, speaking practice, visual rhetoric practice

Summative: Proteus project. Proteus presentation, student choice book club discussion

- 📎 What is the Proteus Project.docx

Resources

Professional & Student

Student-selected book club texts

Any curricular texts not read yet during the year

Suggested resources:

- Into the Wild* (Jon Krakauer)
- Born a Crime* (Trevor Noah)
- Educated* (Tara Westover)
- The Monk of Mokha* (Dave Eggers)

Resources for examining rhetorical arrangement in fiction:

- In Our Time* (Ernest Hemingway)
- Slaughterhouse Five* (Kurt Vonnegut)
- Their Eyes Were Watching God* (Zora Neale Hurston)
- Ethan Frome* (Edith Wharton)
- The Great Gatsby* (F. Scott Fitzgerald)
- The Night Thoreau Spent in Jail* (Lawrence & Lee)
- The Things They Carried* (Tim O'Brien)

- 📎 Visual Rhetoric.pptx
- 📎 peer collaboration rubric.doc

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Oral Communication
Written Performance

- Information Literacy

Interdisciplinary Connections

Senior Capstone
Science - inquiry
Art
Performing Arts
History

- Spoken Communication
- Written Performance

Business and Non-Instructional Operations

Non-Lapsing Education Fund

The Newtown Board of Education (Board) may request the Town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed ~~one percent (1%)~~ **the percentage** of the total budgeted appropriation for education for such prior fiscal year ~~pursuant to~~ **as referenced in** C.G.S. 10-248a.

Prior to any expenditure from the Non-Lapsing Education Fund the Board of Education shall vote to authorize such spending. The transfer of monies shall follow the process as laid out in policy 3160 (Budget Procedures and Line Item Transfers).

The Board may designate these funds for a specific purpose. The Board will expend these funds for such previously designated specific purpose except that they may also be used for other **planned**, extraordinary or emergency expenditures which may be necessary but not otherwise budgeted.

The account shall be subject to the annual audit as required by State statute. The Board shall review the fund balance on an annual basis.

(cf. 3160 – Budget Procedures and Line Item Transfers)

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget 10-248a Unexpended education funds account

Policy adopted: April 4, 2017

NEWTOWN PUBLIC SCHOOLS, Newtown, Connecticut