

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

Minutes of the Board of Education virtual meeting held November 17, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair (absent)	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	1 Staff
J. Vouros	1 Press
R. Harriman-Stites	25 Public
D. Zukowski	

Mrs. Ku called the meeting to order at 7:02 p.m. and stated the meeting was being held remotely and was being recorded and live streamed.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue noted having multiple celebrations this evening. Newtown High School student Cameron Powers was granted a wish through the Make-a-Wish Foundation and created a Unified Lounge in the high school. Dr. Longobucco spoke about this from the lounge. Cameron chose to give her wish because she feels strongly that all students should be included. She worked with an interior designer and found a space in the high school. The students have been enjoying it and we will be forever grateful for her selfless act.

Dr. Rodrigue noted that the 2020 Unified Sports Team was recently recognized by the Special Olympics as a Unified Champion Program.

Mr. Memoli stated that our program speaks volumes about the culture at the high school and how well the athletes work together. He is proud to be part of this program which is being continued by Lou Santoli.

Dr. Rodrigue said the 2020 Boys Soccer completed an undefeated season and won the SWC north division title.

Mr. Memoli noted that this year there are new coaches for this team and congratulated them for receiving this fantastic award. He noted that some of the captains joined tonight's meeting and congratulated them.

Item 3 – Consent Agenda

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the minutes of November 4, 2020, the donations to Newtown High School, and the correspondence report. Mr. Vouros seconded.

Mrs. Harriman-Stites asked to remove the minutes of November 4, 2020 because she was not at that meeting.

Vote on the donations and correspondence report passes unanimously.

Item 4 – Public Participation

Item 5 - Reports

Chair Report: Mrs. Ku has had requests to reduce the meeting time and spoke to Nick Caruso at CAFE. She would like to schedule a virtual meeting with him in December. We also need to renew the committee assignments in December and would like to carry over what we are currently doing. The report from the state indicated more cases in Newtown. It is a priority to

keep schools open so each person has to make decisions and choices to help keep numbers down. She appreciated Dr. Rodrigue's letter regarding the Thanksgiving break signed by the Western Connecticut Superintendents.

Superintendent's report: The CIAC took action to postpone all winter sports until January 19. We are planning to work with Re-Center to help with PEAC regarding equity. They have worked with many districts in Connecticut. We are looking at a cost of \$25,000 for a year which includes training, working with the PEAC committee, consultations, and helping with the diversity compliance position.

Mrs. Ku asked if anything has been done about sports being held outside of the high school. Dr. Rodrigue said the Town follows a lot of what's happening with CIAC but they can work outside of that because they don't fall under those guidelines. She hasn't spoken to them but imagines they will look at their sports too.

Mrs. Harriman-Stites said the Policy Committee continued the discussion of the mask policy, the nepotism policy and personnel policies with Suzanne D'Eramo.

Mr. Vouros reported that the Curriculum and Instruction Committee discussed the two policies that Kathy Swift would present tonight. Mrs. Uberti discussed the very successful professional development day and believes we struck the right balance in getting people to reflect on their beliefs. Paras have been trained in the middle and high schools and the K-6 training has not happened yet. NWEA has been underway in grades 1 to 8. The middle school is in the process of redoing their schedule and will come to the December 9 meeting.

Ms. Zukowski said the Facilities/CIP/Finance Committee met where the architects presented a rough estimate for Hawley HVAC which exceeded the placeholder estimate in the CIP. They are reviewing the plans to draft a finer grained estimate. It might be split in phases with a focus on the 1921 building to begin with.

Dr. Rodrigue stated she would be meeting with Bob Gerbert, Alan Adriani, and the architect to create a plan before going to the Board of Finance and move only part of the plan forward. She wants to clarify what is included and the timeline. We need to decide what will be included in each of the three phases.

Student Representative Reports:

Mr. Jerfy reported that Covid cases at the high school have been rising but our school staff is doing a good job. Students can borrow a desk shield from the main office if needed. Many clubs will have to start meeting virtually especially for the larger clubs and the National Honor society is working on a new tutoring platform.

Ms. Clure noted that fall sports would be over this Saturday. Girls volleyball and boys soccer were the two winners this season. Winter sports are being postponed until January 19. Last Wednesday was National Signing Day when seniors signed to play sports in their chosen college. The marching band and guard's last competition performance November 7 was held in the stadium and their overall score was 93.5 which gave them the bronze medal. Spirit Week was postponed to November 30. This is an important time for seniors to look at scholarships. Mr. Vouros reminded students that the Newtown Scholarship Association has many scholarships and encouraged students to contact them.

Financial report:

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

Mrs. Vadas noted that the Corona Relief Grant was approved by the State for use toward Board of Education expenses. We were able to reallocate over 60% of this funding to cover salary expenses related to student support. These expenses total \$384,841.

The high school is now in the National School Lunch Program and eligible for the free lunch and breakfast program. There were two emergency repairs in October. Head O'Meadow School required a 100 foot expansion joint report on the roofing at a cost of \$7,682.00. Hawley School required repairs to three HVAC rooftop units on the 197 wing for \$11,212.10.

Ms. Zukowski referred to technology coming in \$600,000 over what we budgeted and asked how we would cover that expense.

Mrs. Vadas said we still have funds in the Capital Non-recurring Account.

Ms. Zukowski asked that regarding the alternate review, if it would make sense to include things like the corona virus relief grants and show where portions of money were applied.

Mrs. Vadas noted it was in the financial summary.

Ms. Zukowski said to leave it on the Covid expense sheet but put an asterisk in the financial report noting that information could be found elsewhere.

Motion passes unanimously.

Item 6 – Presentations

Women's Studies Curriculum and World Literature Curriculum:

Newtown High School teacher, Kathy Swift, presented information on these curricula which are semester courses in the senior elective program.

Item 7 – Old Business

COVID-19 Update:

Dr. Rodrigue noted we've had multiple cases in the district impacting classes and staffing. K-6 will be fully hybrid on Monday so there will still be a connection with teachers who will be working remotely with students. Staffing is our biggest challenge. She was at Middle Gate School this morning where several classes were impacted. It's good for students to be in school but hybrid is difficult for parents. The hybrid model saves how many have to be quarantined. Districts are making their own decisions in their own ways. We are hiring subs every day. Going fully remote will be the hardest decision.

Mr. Vouros asked the protocol when a child is tested and if they go back to school to wait for the test results.

Dr. Rodrigue said if they are ill and the parent pulls them out or the nurse feels they might be ill and have to be picked up, it is then up to the doctor. If there is a suspicion and the student is tested, they cannot come back until they have a negative test.

Mr. Vouros asked if those protocols were stated somewhere so parents, doctors and principals know the procedure.

Dr. Rodrigue said the medical doctors know that and so do our school nurses as well as the local Director of Health. Anne Dalton has done an extraordinary job.

Ms. Zukowski asked if a student is ill and taken to doctor, if the siblings are requested to go home that day.

Dr. Rodrigue said first we find out if the student is sick. Siblings don't quarantine until there is a positive case in the family.

Mrs. Ku said there were Department of Public Health guidelines and recently they have started talking more about incidents of transmission in the schools and asked if there has been any. Dr. Rodrigue said there has not. Anne Dalton went back to all positive cases that were also quarantined which are all single cases from a gathering and an adult from a sports team. We know so much more about the virus which has changed the way the medical profession is treating it.

Diversity Compliance Coordinator.

MOTION: Mr. Cruson moved that the Board of Education approve the Diversity Compliance Coordinator. Mrs. Harriman-Stites seconded.

Dr. Rodrigue added an additional item to the working draft of this position. We expected the position would cost \$60,000 to \$65,000 in looking at similar positions outside our district. We would not get it for a few months but believes it is important to establish it this year. One thing is looking at recruitment efforts for this position. We should only need \$30,000 for half the year. She would see if the Town side would be interested in sharing use of this position.

Ms. Zukowski asked what the tradeoffs would be hiring this year or in July since things are disrupted with Covid.

Dr. Rodrigue stated the Re-Center was coming in to work with PEAC and it would be great to get this position in place so the community feels supported. Covid stopped everything. If we do the right thing and shape the position and look at recruiting efforts, it would be helpful to the district.

Mrs. Leidlein said we have the time to find the right person if we look now instead of later.

Ms. Zukowski said we talked about finding someone within the staff which would bring good knowledge to the position.

Dr. Rodrigue said she started to put feelers out for possible candidates and spoke to various groups in the district about having someone internal in this position, but it was more important to look outside of the district because we have to look at things like possible bias in the past by a staff member and that families might also have that concern. It was decided that this position would better serve the community by looking outside.

Mrs. Harriman-Stites was in full support of this position and taking time to hire the right person. If funding is available, we should move forward now.

Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve the Grade 10 Algebra I Foundations II Curriculum. Mr. Vouros seconded. Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve the Grade 11 Algebra I Foundations III Curriculum. Mr. Vouros seconded. Motion passes unanimously.

Policy 4118.237/4218.237/5141.8 Face Masks/Coverings:

MOTION: Mr. Cruson moved that the Board of Education approve Policy 4118.237/4218.237/5141.8 Face Masks/Coverings. Mrs. Harriman-Stites seconded.

Mrs. Harriman-Stites said the only change is in the "optional" section in bold on page a and the first page of the regulation to add "certain activities and athletics" at the end.
Motion passes unanimously.

Item 8 – New Business

2021 Schedule of Board of Education Meetings:

MOTION: Mr. Cruson moved that the Board of Education approve the 2021 Schedule of Board of Education Meetings. Mrs. Harriman-Stites seconded.

Ms. Ku noted that the meeting locations will have to be determined as it's hard to meet in the Council Chambers.

Ms. Zukowski questioned why there was only one meeting in September. We could spread out agenda items if we had another meeting that month.

Mrs. Leidlein said there are a lot of cases where there were conflicts like open houses and teachers getting ready to go back to school. Having two in September is very challenging. Mr. Cruson said it will still conflict with Newtown's open house schedule.

MOTION: Ms. Zukowski moved to change the dates in September to be the 7th and 21st. Mr. Cruson seconded.

Ms. Zukowski amended the motion to September 8th to accommodate Rosh Hashanah.

Vote on amendment: 4 ayes, 2 nays (Mrs. Leidlein, Mr. Vouros) Motion passes.

Vote on main motion: 4 ayes, 2 nays (Mrs. Leidlein, Mr. Vouros) Motion passes.

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of November 4, 2020. Ms. Zukowski seconded. Vote: 5 ayes, 1 abstained (Mrs. Harriman-Stites) Motion passes.

Item 9 – Public Participation

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held virtually November 4, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	1 Staff
J. Vouros	1 Press
R. Harriman-Stites (absent)	
D. Zukowski	

Mrs. Ku called the virtual meeting to order at 7:02 p.m. and stated it was being recorded and live streamed.

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 October 20, 2020 and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 - Reports

Chair Report: Mrs. Ku spoke about Covid in the community and wants to make sure we are aware of the current rise in rates in Newtown and surrounding towns. We need to make sure we're responding to the increase in the community or the schools will respond by closing down activities. She hoped the community and parents take time think about going to other locations outside of their homes and to voluntarily limit children's activities. It's a time for us as a Board to meet virtually when possible. We need to keep community levels of spread low and that we keep students in schools. We will be cancelling the Board retreat next week as we need to have that in person and also include Nick Caruso from CAFE which is not good to do at this time. She also asked to have our subcommittee meetings back to virtual but to have public access to our meetings. Sandy Roussas asked if our CIP/Finance/Facilities Committee would be willing to meet with the Board of Finance and Legislative Council Finance Sub-committee regarding our Non-lapsing Account. There needs to be some further clarity by the town attorney and a discussion on a joint policy.

Superintendent's Report: Dr. Rodrigue spoke about the positive staff development day on Election Day with Dr. Derrick Gay as the keynote speaker and antiracism workshops from the Connecticut Center for School Change which were all well-received. She will send a survey to staff regarding their thoughts on the day and how we will take our next steps. Our PEAC committee met last week on budget, communication, branding, partnership, and diversity and equity and will have another meeting next week. Our administrative team began talking about snow days to see how we will include them as in the past with some being able to be remote depending on if power is on, students having their devices, and child care. Details will be shared with the Board. The high school, district and Town, and the American Legion are working on a Veteran's Day program to be held at the Horse Guard. Lunch will be by high school culinary students. The updated staffing report was included with no resignations or retirements. One teacher was hired at Head O'Meadow School but there are no other open positions now. We hired 16 new employees and our diversity ratio is 12.5% identified as non-white. The October 1 enrollment of 4,085 students is now certified.

Mrs. Ku inquired about students being home schooled and if they will be coming back.

Dr. Rodrigue said if they come back it will have some impact but it's too early to predict anything until later in the year. It might be good to address in the budget.

Committee Reports:

Mr. Vouros reported on the Curriculum and Instruction Committee meeting. They brought the Algebra Foundations II and III to the Board tonight. Mrs. Uberti also spoke about the Chromebook distribution in the middle school to replace the ones they have and the NWEA administration with the testing window moved to March.

Mr. Cruson reported the Policy Committee met last Wednesday and discussed the racial harassment policy with proposed corrections and the face masks and covering policy which was brought to us by C.A.B.E. They also discussed the personnel records policy and nepotism and husband and wife employment which were pushed off to another meeting.

The Communications Committee discussed the newsletter on equity and diversity. We started to outline the next newsletter on technology and how it's taught to students, how it's become engrained in the general curriculum used by teachers, and how technology deployment is managed in the district. They hope to bring it to the Board the second meeting in January.

Ms. Zukowski said she attended the Public Building and Site Commission meeting. There was a discussion about the decision points on what the architectural design for the Hawley project should be and that there are studies that show if you go with the minimum requirements the students don't learn as well. There needs to be adequate airflow and they are looking into going for the amount that would provide optimal learning.

Mr. Delia wasn't invited to this meeting and he asked Mrs. Ku to reach out to their chair to let him know, especially when they talk about the Hawley project.

Ms. Zukowski saw this meeting when she looked at the Town meetings for the week.

Mrs. Ku said it was requested that Board of Education members are represented at these meetings and would reach out again.

Mr. Delia appreciated Ms. Zukowski's notes and attending the meeting.

Student Representatives Report:

Mr. Jerfy reported no change in the school environment. Clubs are going well. Sanitation is still a priority. It's a busy time for seniors now with college deadlines.

Ms. Clure said there was a recent dedication of the Unified Lounge at the high school. Fall sports are coming to a close and field hockey and soccer will have championship games. The tryouts for winter sports is November 23. We can't have homecoming this year but next week is spirit week. The National Honor Society accepted 112 new members this year. The election was a popular topic this week with some students being able to vote. Students also volunteered at the poles for community service hours.

Item 5 – Presentations

Gene Hall, Newtown High School Math Department Chair, presented the Algebra 1 Foundations II and III Curricula.

Dr. Kim Longobucco, Newtown High School Principal, noted that the last three years this foundations curriculum was working toward the outcomes we were looking for. We are reducing the number of students in this curriculum, are putting them back in a more traditional math pathway, and are seeing great success. We looked at students their four years before high school to see if they needed to be in a program like this.

Mr. Vouros expected that she and her teachers looked back at tracking students before they get to ninth grade and that we are working on how we can better prepare them before they get in the high school.

Dr. Longobucco said they are looking at changing classes before they get to high school.

Mrs. Leidlein asked if when students return to Algebra I are they in a co-taught class.

Dr. Longobucco said they almost always go to classes co-taught and most are special education students.

Mrs. Leidlein asked if there was any tracking how these students do on the ACT or SAT and how they are prepared.

Dr. Longobucco said they did an in-depth PSAT look back and our low students did low on the tests. We put this foundations course into place so they could be more successful on the PSAT. Mrs. Leidlein asked if there was any correlation between this class and science courses and the impact on what ones they can take.

Dr. Longobucco said there is no direct correlation between them but students have access to different science courses according to their abilities.

Item 6 – New Business

COVID-19 Update:

Dr. Rodrigue said we had multiple Covid cases in our schools recently. Some students and adults had to quarantine. The elementary schools are doing well with no spread in those schools but it did impact Hawley with the principal and some staff quarantining. We continue to monitor the situation in schools, town and Fairfield County. She is posting the weekly reports based on State data from EdAdvance and shows the cases in a 14-day period. We are looking at 12 cases now. She reviews the report with her team and Donna Culbert.

Mrs. Ku asked if we have enough staffing to help with the contact tracing.

Dr. Rodrigue said we do right now. Anne Dalton, Nursing Supervisor, and the administrators and nurses help out. Donna Culbert makes the significant calls that have to be made and kudos to the parents who are providing information readily to the health director or administrators. She is hoping to get a letter out to parents before the holidays regarding travel and children home from college to make sure our students are safe.

Grade 5 Language Arts Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the Grade 5 Language Arts Curriculum. Mr. Cruson seconded. Motion passes unanimously.

Diversity Compliance Coordinator:

Dr. Rodrigue referred to the draft job description for this position. This is someone we want to have a relationship with students and staff and is not an administrator or a disciplinarian. This position will work with the Assistant Superintendent, committees, supporting the HR Director and recruitment efforts, and will be a diversity liaison. We would like to see it in the next phase of this year. This person would have to develop a strong connection with students and families in tandem with our administrative team. Ms. Zukowski gave a great piece of feedback in looking at this person in a role to developing policies and procedures. When we think of Title IX we have positions in the district now working with highly impacted families and identified groups and she sees this position in a similar way. First we have the policy piece and then she would take this to the PEAC committee and then determine how to advertise and decide if it would be full or part time.

MOTION: Mr. Delia moved that the Board of Education approve Policy 5145.42 Racial Harassment of Students. Mr. Cruson seconded.

Mr. Cruson went over the additional changes the Policy Committee made.

Mr. Delia asked if we were creating a position through this policy and questioned if it was the right way to do this. What if this role doesn't get filled and we have a policy written around it.

Mr. Cruson said this isn't necessarily a position but it has a title because it could be filled by someone who has a position in the district.

Mrs. Leidlein agrees the position is a title, not a person. She would be interested to find out how this person would be categorized.

Dr. Rodrigue said it has not been categorized yet. If we expanded and need to look externally we would go through the right channels to fill it. Right now we are looking to an internal role for someone. In some cases we can use outside funding to help with positions.

Mrs. Leidlein asked if this was something where the Town would go in with us as a shared service.

Dr. Rodrigue said she thought of that but was not sure there was a need for that right now. It might be something to look at in the future as we explore it.

Mr. Delia was concerned about doing something we will regret in such an important policy.

Mrs. Ku said passing this policy there is a level of commitment from the Board to this position. There's many ways it could be funded and filled.

Mr. Delia said we are making sure this role as established Dr. Rodrigue will figure out the best avenue to fulfill the requirements of this role to best serve the community.

Ms. Zukowski asked to revise language in her recommend change for this policy.

MOTION Ms. Zukowski moved to change the language on page (a), item 2 from "when the educational environment is not kept free from discrimination because the harassing conduct is so severe, pervasive or persistent that it interferes with or limits the ability of a student to participate in or benefit from the services, activities or privileges provided" to "where incidents of a discriminatory nature occur within an educational environment that are so severe, pervasive or persistent that they interfere with or limit the ability of a student to participate in or benefit from the services, activities or privileges provided."

Mr. Cruson seconded.

Ms. Zukowski said this item tries to capture the concept that corporate America calls a hostile workplace, but a hostile workplace as compared to the educational environment. There are other non-specific types of harassment such as racist posters on a wall or sharing a racist joke that someone else happens to hear which is not harassment but still part of a hostile environment that impacts diverse workers. She would like these types of incidents included in this policy.

Mrs. Leidlein feels this is a policy that could potentially have legal implications or be used in a legal proceeding. She would feel more comfortable to have someone double check that we aren't putting something in that might be a catch 22 before we vote.

Dr. Rodrigue said this came from CABE or Shipman. Normally we don't put anything forward unless it's been looked at.

Mr. Cruson said it came from CABE.

Mrs. Leidlein feels more comfortable when we having a wording change looked at before voting. Mr. Cruson said this is important but he doesn't want us to continually question wording.

Ms. Zukowski thought having it reviewed by a third party like Shipman would be good. We want to get it right and make sure we cover what we want which is harassing conduct in a hostile workplace.

Mr. Cruson said it comes down to resolving the motion on the floor first to see if the Board doesn't agree with the wording and, if they agree, then it should be looked at by Shipman. Mrs. Ku was concerned that this changes the meaning of the policy and whether it's a useful change to the meaning.

Mr. Cruson suggested the Board decide on whether we think this wording should be in the policy and then have legal review it.

Dr. Rodrigue was concerned that the more we change and add we move away from the intention.

Mr. Vouros wanted to hear what Mrs. Harriman-Stites had to say about this.

Mrs. Ku said we could postpone this until the next meeting when we could get feedback.

Mr. Cruson said the Board may want the original wording and suggested the Board decide on that first.

Mrs. Leidlein suggested voting on the motion to amend the policy and then vote on the policy from there.

Vote on amendment: 1 aye, 5 nays (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mr. Vouros)
Motion fails.

Vote on main motion to approve policy: Motion passes unanimously.

Item 7 – New Business

MOTION: Mr. Delia moved that the Board of Education approve the staffing needs/adjustments as presented. Mr. Cruson seconded.

Dr. Rodrigue spoke about the request for two positions. The .6 technology position has been needed all along and especially when the Covid issue began. It's a Digital Application Support Specialist for \$48,000 which will help the technology department do the work they aren't getting to. The other position is a 1.0 special education FLEX support teacher. Many special education students have had difficulty during the distance learning and this position is needed for additional support. She also added hours to a reading specialist position at Hawley with a need for support personnel. We have the funding for these positions. Moving these forward next year would impact the budget.

Mr. Delia asked if these should be put in with the additional expenses due to Covid.

Dr. Rodrigue said there are some constraints to that Covid relief fund. Because these are new positions there is possibly more money coming.

Mr. Delia said we also have the non-lapsing account but these are Covid related expenses.

Dr. Rodrigue said when the \$400,000 moved to capital non-recurring account we would not be using it for personnel, which is critical.

Mrs. Vadas said those funds were earmarked for PPE only. We have had a lot of turnover so we do having funding this year for those positions.

Ms. Zukowski said if there is something related to Covid it could be temporary and if we wanted the FLEX teacher in the budget. We have some money in our non-lapsing account and the question is if we could use that account rather than the budget. She said FLEX was not about special education.

Dr. Rodrigue stated that while this is Covid related, she feels it's going to go on more than one year. Looking at personnel and student needs it's more than Covid ended. Given the number of special education students, this was a position that the case managers took on when that person left. FLEX was regular education and special education program at the high school. SAIL is an in-house program and they are teaching the curriculum. FLEX is more of a support system for students.

Ms. Zukowski asked if the Digital Application Support Specialist would always be a .6 position. Dr. Rodrigue felt we can maintain a .6 position which is just what we need to give relief to the staff.

Ms. Zukowski asked if this could be reviewed in two years when Covid is over to see if we need these two positions.

Dr. Rodrigue said we always look at positions as to whether they are still needed.

Motion passes unanimously.

Education Non-lapsing Account Governance:

Mrs. Ku said the Town attorney had offered an opinion on the Legislative Council's authority on this account. We sent two questions to our attorney and she added another after that. The first was a question if the statute overrides the Charter and whether it indicates something different from the Town attorney's opinion. Our Board attorney wrestled with this issue. The Town has a Board of Finance, but the Legislative Council is the budget-making authority with respect to the Board of Education. It's the Town attorney's call to determine which body is authorized to make deposits in the non-lapsing account pursuant to Section 10-248a. The Town's governance structure doesn't fit neatly into the statute.

The second question is if the Legislative Council is the authority on the Education Non-Lapsing Account, do we have grounds to revisit the process that just occurred and ask the Legislative Council to consider our request and when would that have to be done.

Our attorney's answer was that given that the Board of Finance vote is no longer bindings, yes, we would have the ability to go back and ask the Legislative Council. There is no statutory deadline for making the deposit as long as it occurs within one year of the end of the prior fiscal year budget.

The third question is, is it the Town attorney's opinion that the Education Non-Lapsing Account should go through a process similar to Section 6-35 of our Town Charter and does that mean our contribution to the Education Non-Lapsing Account is similar to an appropriations process or the same?

She read the legal opinion as treating the Board of Education surplus funds as similar to a special appropriation but not exactly the same. The Town attorney also shared that with the Legislative Council.

Ms. Zukowski referred to question #2 and asked if we issue a request prior to coming up with a more unified approach or after we have a final set of policies.

Mrs. Ku said doing that is up to the Board. She would send it to the Legislative Council but was not sure how long it would take for them to come up with a policy, which is her recommendation.

Ms. Zukowski said the Charter provides three types of appropriations. If this is similar to a special appropriation and there is no process for it in the Charter, would the Legislative Council treat it as that or as a special appropriation until the Charter is amended? She would have them ask the Town attorney.

Mrs. Ku stated that the Town attorney said this was not a special appropriation. It doesn't matter what the Charter says. The statute drives the Legislative Council to put money in the Education Non-Lapsing Account. We have to make the request.

Mrs. Leidlein was confused about how putting money passed in a referendum into a non-lapsing account is an appropriation.

Ms. Zukowski said we asked that question at a CIP meeting and the attorney said by the actual transfer of money into the Non-Lapsing Account it's deemed it an appropriation.

Mrs. Ku said the real question following up on #2 is asking the Legislative Council to deposit money into the account.

Mr. Cruson said regarding #2, he would bring this back to the Legislative Council and get them to act on it. His concern is there is a little bit of flux around what they can do. He feels like there needs to be some settling between the Legislative Council and the Board of Finance before we can safely resubmit our request and get the proper consideration.

Mr. Delia said the Board of Finance votes were split. They wrote a letter saying to take care of the Board of Education. If we need the money we should make that request respectfully in lieu of the fact the Board of Finance couldn't come to a decision.

Mrs. Ku said it was probably wise to wait until those discussions begin.

Mr. Delia feels we should just consider it and not take it off the table.

Mrs. Ku said if the Board of Finance is asking our subcommittee to meet with them she would like the full Board of Education to tell their subcommittee what we want. She would like to see the same principle with the Board of Finance that if the money is designated for a purpose that the Board of Education doesn't need to go back for approval. If not designated, we would be willing to go through the formal process to remove the money, although not required by statute.

Mr. Delia will try to get clarity on the process and understand what is expected and how it works. Mr. Cruson said it was important that we are part of this and that they don't expect to dictate to us on how this will work. It needs to be an open and fair dialogue.

Mr. Delia feels everything should be brought back to the Board for a full discussion.

Mrs. Ku said the Town attorney's ruling has made the process more time consuming but has added more checks to the process.

First Read of Policy 4118.237/4218.237/5141.8 Face Masks/Coverings:

Mr. Cruson said this policy falls under personnel and students. We had a version from CABA and Shipman but we preferred the Shipman version. Dr. Rodrigue also brought this to Donna Culbert who approved it. There is also a regulation attached.

Ms. Zukowski said masks with exhalation valves are not allowed and asked if we can make it more rigorous like in the re-entry plan document.

Mr. Cruson said we tried to keep it open because the research on masks is changing so we tried to keep it generic so it can be changed as needed appropriately and quickly.

Dr. Rodrigue stated that Donna Culbert has been very clear on that. Face coverings in general were needed so we didn't make a rigid criteria on which ones should be worn but did say they should be multi-layered.

Mrs. Ku verified that spectators at sporting events are required to wear a mask which was correct.

Ms. Zukowski referred to the optional paragraph which states athletes don't have to wear facemasks during the activity. Why is this just limited to athletes? What about the marching band, who are not considered athletes?

Dr. Rodrigue said we consider band is a classroom so the same face coverings would apply. Mrs. Uberti said students can't wear a mask while playing instruments. There have been masks on the end of instruments in college bands but there is mixed research behind that. The best mitigation for band is space and being outdoors.

Ms. Zukowski asked if there should be language to address that in the policy.

Mrs. Uberti said sports are brought up because you have to call them out differently like the guidelines during PE classes.

Mr. Cruson said that would be a good question to send to our attorney and discuss at a policy meeting as to why athletes don't need them and how we might include the marching band.

Dr. Rodrigue said there are standard criteria around masks for the different groups. Wearing masks for athletics has gone back and forth at the State level.

Mr. Cruson wanted a legal opinion before there is any change to the policy.

District Highlights Newsletter:

MOTION: Mr. Delia moved that the Board of Education approve the Communications Subcommittee Newsletter. Mr. Cruson seconded.

Mr. Cruson spoke about the newsletter on equity and diversity. There was a lot of passion from the staff that they spoke to on the subject and appreciated their conversations. This newsletter carries a lot of good information. This will go to parents, staff, and other Boards and groups in Town and on the website.

Mrs. Ku was happy to be able to share all of this with the community.

Ms. Zukowski was impressed with the courageousness of the district in owning up to mistakes that have been made and feels this reflects positively on who Dr. Rodrigue is.

Mrs. Ku said there are districts across the State using our resolution promoting equity and diversity. We should be very proud of that and glad it's in the newsletter.

Motion passes unanimously.

Item 8 – Public Participation

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

Item 9 – Adjournment

The meeting adjourned at 9:54 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

November 5, 2020

TO: Dr. Rodrigue

FROM: Dr. Longobucco

Please accept the donation of \$4,000 from the Newtown Wrestling Parents to the Newtown Wrestling program for the purchase of new mats.

Thank you.

A handwritten signature in blue ink, appearing to be "King", is written to the right of the "Thank you." text.

November 3, 2020

TO: Dr. Rodrigue

FROM: Dr. Longobucco

Please accept the donation of \$4,000 from The Weller Foundation to Newtown High School for the purchase of Document Cameras. Adding this technology will be beneficial for both Newtown High School students and staff. It will help teachers stream their class in a more efficient manner.

Thank you.

Encl.

A handwritten signature in black ink, appearing to be 'K. Longobucco', written over the 'Encl.' text.

THE WELLER FOUNDATION, INCORPORATED

P.O. Box 894, Newtown, CT 06470

(203) 304-9233

October 22, 2020

Dr. Kimberly Longobucco
Principal
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

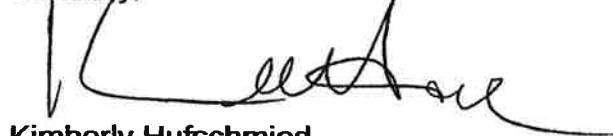
Subject: 2020 Donation - Purchase of Lumens DC 193 Document Cameras

Dear Dr. Longobucco:

I am pleased to inform you that The Board of Trustees at its October 20, 2020 Meeting approved a \$4,000 donation towards your request to purchase 12 Lumens DC 193 Document Cameras, a partial amount of the original request as outlined in your September 10, 2020 donation letter.

Enclosed is our Foundation Check #5263 in the amount of \$4,000. The Foundation is proud to support your high school with this donation.

Cordially,



Kimberly Hufschmied
Foundation Administrator

KAH

Enclosure – Check #5263

cc: Kitty Latowicki – Career Center Coordinator/Weller Liaison, Newtown H.S.
Dr. Lorrie Rodrigue – Superintendent of Schools, Newtown

Correspondence Report
11/03/2020 – 11/16/2020

Date	Name	Subject
11/03/20	Melissa Martucci Gomez	Re: PTA President Middle Gate School Newtown CT
11/03/20	Kathy June	Proposed Motions
11/03/20	Kathy June	November 4 BOE Meeting
11/03/20	Kathy June	BOE Revised Agenda
11/04/20	Kathy June	Additional Meeting Information
11/04/20	Corinne Cox	Virus
11/04/20	Kathy June	Certified Staffing Update
11/06/20	Kiley Gottschalk	BOF 11-9-20 Agenda
11/12/20	Erin Carolan	Re: Dr. Rodrigue COVID-19 Update
11/13/20	Kathy June	BOE Mailing – November 17, 2020
11/13/20	Kathy June	Budget Summary Detail
11/16/20	Kiley Gottschalk	(Change to Hybrid Learning)

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
OCTOBER 31, 2020**

SUMMARY

The fourth report of the 2020-21 school year now provides a majority of “anticipated obligations” as we have begun to forecast expenses, in addition to the actual YTD expenditures and active encumbrances. Many of the accounts within purchased property services, other purchased services and supplies have been forecasted as anticipated full budget spend in order to determine an estimated full year position. These balances will be monitored and are subject to change throughout the year.

During the month of October, the Board of Education spent approximately \$8.8M; \$4.1M on salaries; \$2.2M for employee benefits (the second \$2M deposited to the self-insurance fund); and approximately \$2.5M on all other objects.

The Corona Relief Grant was recently approved by the State for use towards Board of Education expenses. Due to a revision in the grant guidelines, we were able to reallocate a large portion of this funding (over 60%) to cover salary expenses related to student support. For example, additional hours were required for nurses, paraprofessionals and custodial overtime. This report includes the reallocation of the expenses from the Board of Education fund to the Corona Relief Grant fund totaling \$384,841.

Salary

The overall salary account is showing a positive balance mainly due to the CRF funding offset. We are still looking to fill approximately 20 paraprofessional positions, which is producing a positive balance in non-certified salaries only to be offset with a deficit in certified salaries as it is proving difficult to achieve the budgeted turnover number.

Benefits

Unemployment costs are beginning to decrease; however, our full year estimate shows a negative balance due to year to date experience and full year projections. We will continue to monitor the incoming claims and activity within this account.

Other Purchase Services

In contracted services, our lunch program is experiencing **extreme stress** as Whitson’s revenue offset has been drastically reduced due to lack of participation. The High School will be on the National School Lunch Program beginning November 1st which will *slightly* mitigate the revenue loss as we will now be eligible for federal reimbursements, and it will also allow the High School to serve free lunches under the State funded “Seamless Summer Option”. This program is expected to run through June. This report includes year to date expenses for free lunches that were served at the High School as well as the additional costs for the lunch program through October.

Other Purchase Services

Based on the reduction in special education transportation costs along with reduced special educational services, we have lowered the estimated excess cost grant by 10% to more accurately reflect our current condition. These accounts still remain positive and in the event that the grant comes in lower than anticipated, we will be ready to transfer our special education contingency to cover any gaps.

Supplies

We have more information on our virtual net metering account for the high school and have forecasted an annual savings of approximately \$200k. It is still too early in the year to accurately predict the full year kilowatt production energy credit and we will need a few more months to analyze the usage of this account.

Property

Technology equipment purchases have doubled over the prior month. Distance learning has been a priority as we began school this year, with our teachers, students and support staff all requiring wireless devices for remote access to online classrooms and in-classroom testing. All of our orders have been filled at this time and we do not anticipate the need for any bulk orders in the near future.

Emergency Repairs

In the month of October there were two emergency repairs with expenditures over \$5,000.

- Head O'Meadow required a 100ft. expansion joint repair on the roof resulting in a cost of \$7,682.00 The work was performed by Gardland.
- Hawley required repairs to three HVAC rooftop units on the 1997 wing. Components required in this repair included pulleys, blower motors, control boards and actuators. The total cost was \$11,212.10 and the work was performed by Trane.

Both vendors are on the U.S. Commodities Purchasing Program; therefore, quotes were not required.

The budget will be closely monitored with important issues identified and communicated in a timely manner.

Tanja Vadas
Director of Business & Finance
November 12, 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 2019-20 – 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.
- 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 \$26,000 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
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING OCTOBER 31, 2020**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 49,586,526	\$ 51,044,554	\$ 51,044,554	\$ 11,201,313	\$ 38,565,364	\$ 1,277,877	\$ 1,035,430	\$ 242,448	99.53%
200	EMPLOYEE BENEFITS	\$ 11,126,524	\$ 11,435,283	\$ 11,435,283	\$ 5,596,412	\$ 4,285,980	\$ 1,552,891	\$ 1,610,877	\$ (57,986)	100.51%
300	PROFESSIONAL SERVICES	\$ 659,940	\$ 751,382	\$ 751,382	\$ 122,464	\$ 13,180	\$ 615,738	\$ 531,962	\$ 83,776	88.85%
400	PURCHASED PROPERTY SERV.	\$ 2,304,638	\$ 1,884,463	\$ 1,884,463	\$ 666,309	\$ 586,695	\$ 631,459	\$ 567,347	\$ 64,112	96.60%
500	OTHER PURCHASED SERVICES	\$ 8,823,709	\$ 9,314,942	\$ 9,314,942	\$ 2,224,251	\$ 6,720,669	\$ 370,022	\$ (219)	\$ 370,241	96.03%
600	SUPPLIES	\$ 3,347,825	\$ 3,498,335	\$ 3,498,335	\$ 1,394,410	\$ 307,789	\$ 1,796,136	\$ 1,817,494	\$ (21,358)	100.61%
700	PROPERTY	\$ 831,904	\$ 549,402	\$ 549,402	\$ 895,125	\$ 352,410	\$ (698,133)	\$ (29,924)	\$ (668,209)	221.62%
800	MISCELLANEOUS	\$ 66,090	\$ 73,415	\$ 73,415	\$ 49,869	\$ 4,839	\$ 18,707	\$ 18,707	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	100.00%
TOTAL GENERAL FUND BUDGET		\$ 76,747,157	\$ 78,651,776	\$ 78,651,776	\$ 22,150,152	\$ 50,836,926	\$ 5,664,698	\$ 5,651,674	\$ 13,024	99.98%
900	TRANSFER NON-LAPSING									
GRAND TOTAL		\$ 76,747,157	\$ 78,651,776	\$ 78,651,776	\$ 22,150,152	\$ 50,836,926	\$ 5,664,698	\$ 5,651,674	\$ 13,024	99.98%

100 SALARIES

Administrative Salaries	\$ 4,163,820	\$ 4,160,309	\$ 4,160,309	\$ 1,315,577	\$ 2,852,102	\$ (7,370)	\$ -	\$ (7,370)	100.18%
Teachers & Specialists Salaries	\$ 31,619,798	\$ 32,219,745	\$ 32,219,745	\$ 6,327,494	\$ 26,234,595	\$ (342,344)	\$ (8,817)	\$ (333,527)	101.04%
Early Retirement	\$ 32,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -	100.00%
Continuing Ed./Summer School	\$ 92,408	\$ 93,096	\$ 93,096	\$ 36,907	\$ 32,999	\$ 23,190	\$ 3,750	\$ 19,440	79.12%
Homebound & Tutors Salaries	\$ 88,213	\$ 185,336	\$ 185,336	\$ 11,760	\$ 20,313	\$ 153,263	\$ 153,000	\$ 263	99.86%
Certified Substitutes	\$ 548,648	\$ 698,193	\$ 698,193	\$ 252,886	\$ 328,715	\$ 116,592	\$ 57,075	\$ 59,517	91.48%
Coaching/Activities	\$ 643,256	\$ 656,571	\$ 656,571	\$ 2,988	\$ -	\$ 653,583	\$ 653,583	\$ -	100.00%
Staff & Program Development	\$ 173,319	\$ 143,517	\$ 143,517	\$ 66,239	\$ 30,876	\$ 46,402	\$ (2,044)	\$ 48,446	66.24%
CERTIFIED SALARIES	\$ 37,361,462	\$ 38,172,767	\$ 38,172,767	\$ 8,029,852	\$ 29,499,600	\$ 643,316	\$ 856,547	\$ (213,231)	100.56%
Supervisors & Technology Salaries	\$ 917,739	\$ 945,154	\$ 945,154	\$ 336,849	\$ 585,334	\$ 22,971	\$ 15,000	\$ 7,971	99.16%
Clerical & Secretarial Salaries	\$ 2,310,741	\$ 2,362,981	\$ 2,362,981	\$ 624,675	\$ 1,609,937	\$ 128,369	\$ 86,869	\$ 41,500	98.24%
Educational Assistants	\$ 2,743,151	\$ 2,875,564	\$ 2,875,564	\$ 458,060	\$ 2,126,117	\$ 291,388	\$ (10,238)	\$ 301,626	89.51%
Nurses & Medical Advisors	\$ 764,244	\$ 801,532	\$ 801,532	\$ 184,700	\$ 695,512	\$ (78,680)	\$ (40,733)	\$ (37,946)	104.73%
Custodial & Maint. Salaries	\$ 3,144,919	\$ 3,263,032	\$ 3,263,032	\$ 955,431	\$ 2,234,487	\$ 73,114	\$ -	\$ 73,114	97.76%
Non-Certied Adj & Bus Drivers Salaries	\$ 22,043	\$ 81,607	\$ 81,607	\$ 3,342	\$ 24,211	\$ 54,055	\$ -	\$ 54,055	33.76%
Career/Job Salaries	\$ 117,954	\$ 183,209	\$ 183,209	\$ 39,149	\$ 157,244	\$ (13,184)	\$ (45,500)	\$ 32,316	82.36%
Special Education Svcs Salaries	\$ 1,224,685	\$ 1,355,856	\$ 1,355,856	\$ 262,051	\$ 1,147,159	\$ (53,354)	\$ (54,477)	\$ 1,123	99.92%
Security Salaries & Attendance	\$ 594,071	\$ 621,957	\$ 621,957	\$ 128,674	\$ 482,457	\$ 10,826	\$ -	\$ 10,826	98.26%
Extra Work - Non-Cert.	\$ 141,823	\$ 115,447	\$ 115,447	\$ 72,974	\$ 3,308	\$ 39,165	\$ 5,947	\$ 33,218	71.23%
Custodial & Maint. Overtime	\$ 214,479	\$ 233,448	\$ 233,448	\$ 105,557	\$ -	\$ 127,891	\$ 193,016	\$ (65,124)	127.90%
Civic Activities/Park & Rec.	\$ 29,216	\$ 32,000	\$ 32,000	\$ -	\$ -	\$ 32,000	\$ 29,000	\$ 3,000	90.63%
NON-CERTIFIED SALARIES	\$ 12,225,064	\$ 12,871,787	\$ 12,871,787	\$ 3,171,461	\$ 9,065,764	\$ 634,562	\$ 178,883	\$ 455,679	96.46%
SUBTOTAL SALARIES	\$ 49,586,526	\$ 51,044,554	\$ 51,044,554	\$ 11,201,313	\$ 38,565,364	\$ 1,277,877	\$ 1,035,430	\$ 242,448	99.53%

200 EMPLOYEE BENEFITS

Medical & Dental Expenses	\$ 8,051,502	\$ 8,289,180	\$ 8,289,180	\$ 4,186,820	\$ 4,073,135	\$ 29,225	\$ 29,225	\$ -	100.00%
Life Insurance	\$ 86,352	\$ 86,760	\$ 86,760	\$ 28,576	\$ -	\$ 58,184	\$ 58,184	\$ -	100.00%
FICA & Medicare	\$ 1,523,488	\$ 1,602,597	\$ 1,602,597	\$ 362,180	\$ -	\$ 1,240,417	\$ 1,240,417	\$ -	100.00%
Pensions	\$ 863,104	\$ 913,394	\$ 913,394	\$ 761,291	\$ 750	\$ 151,353	\$ 151,353	\$ -	100.00%
Unemployment & Employee Assist.	\$ 122,970	\$ 82,000	\$ 82,000	\$ 23,394	\$ -	\$ 58,606	\$ 116,592	\$ (57,986)	170.72%
Workers Compensation	\$ 479,108	\$ 461,352	\$ 461,352	\$ 234,151	\$ 212,095	\$ 15,105	\$ 15,105	\$ -	100.00%
SUBTOTAL EMPLOYEE BENEFITS	\$ 11,126,524	\$ 11,435,283	\$ 11,435,283	\$ 5,596,412	\$ 4,285,980	\$ 1,552,891	\$ 1,610,877	\$ (57,986)	100.51%

300 PROFESSIONAL SERVICES

Professional Services	\$ 500,341	\$ 559,102	\$ 559,102	\$ 84,755	\$ 8,925	\$ 465,422	\$ 468,962	\$ (3,540)	100.63%
Professional Educational Serv.	\$ 159,599	\$ 192,280	\$ 192,280	\$ 37,709	\$ 4,255	\$ 150,316	\$ 63,000	\$ 87,316	54.59%
SUBTOTAL PROFESSIONAL SERV.	\$ 659,940	\$ 751,382	\$ 751,382	\$ 122,464	\$ 13,180	\$ 615,738	\$ 531,962	\$ 83,776	88.85%

400 PURCHASED PROPERTY SERV.

Buildings & Grounds Contracted Svc.	\$ 716,095	\$ 664,859	\$ 664,859	\$ 306,706	\$ 289,427	\$ 68,726	\$ 34,823	\$ 33,903	94.90%
Utility Services - Water & Sewer	\$ 134,403	\$ 146,945	\$ 146,945	\$ 42,459	\$ -	\$ 104,486	\$ 102,359	\$ 2,127	98.55%
Building, Site & Emergency Repairs	\$ 503,227	\$ 460,850	\$ 460,850	\$ 134,177	\$ 89,354	\$ 237,319	\$ 237,318	\$ 0	100.00%
Equipment Repairs	\$ 283,175	\$ 351,506	\$ 351,506	\$ 112,913	\$ 68,105	\$ 170,488	\$ 143,399	\$ 27,089	92.29%
Rentals - Building & Equipment	\$ 268,547	\$ 260,303	\$ 260,303	\$ 70,053	\$ 139,809	\$ 50,441	\$ 49,449	\$ 992	99.62%
Building & Site Improvements	\$ 399,191	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
SUBTOTAL PUR. PROPERTY SERV.	\$ 2,304,638	\$ 1,884,463	\$ 1,884,463	\$ 666,309	\$ 586,695	\$ 631,459	\$ 567,347	\$ 64,112	96.60%

500 OTHER PURCHASED SERVICES

Contracted Services	\$ 750,419	\$ 669,215	\$ 669,215	\$ 394,978	\$ 119,707	\$ 154,529	\$ 259,152	\$ (104,623)	115.63%
Transportation Services	\$ 3,827,061	\$ 4,457,135	\$ 4,457,135	\$ 718,121	\$ 2,711,594	\$ 1,027,421	\$ 757,152	\$ 270,269	93.94%
Insurance - Property & Liability	\$ 378,323	\$ 378,032	\$ 378,032	\$ 220,085	\$ 160,013	\$ (2,066)	\$ 1,978	\$ (4,044)	101.07%
Communications	\$ 142,944	\$ 146,872	\$ 146,872	\$ 51,483	\$ 107,418	\$ (12,029)	\$ 22,267	\$ (34,296)	123.35%
Printing Services	\$ 24,637	\$ 31,040	\$ 31,040	\$ 4,371	\$ 360	\$ 26,309	\$ 26,309	\$ -	100.00%
Tuition - Out of District	\$ 3,527,920	\$ 3,399,851	\$ 3,399,851	\$ 826,512	\$ 3,497,184	\$ (923,845)	\$ (1,112,077)	\$ 188,232	94.46%
Student Travel & Staff Mileage	\$ 172,406	\$ 232,797	\$ 232,797	\$ 8,700	\$ 124,394	\$ 99,703	\$ 45,000	\$ 54,703	76.50%
SUBTOTAL OTHER PURCHASED SERV.	\$ 8,823,709	\$ 9,314,942	\$ 9,314,942	\$ 2,224,251	\$ 6,720,669	\$ 370,022	\$ (219)	\$ 370,241	96.03%

600 SUPPLIES

Instructional & Library Supplies	\$ 805,612	\$ 801,275	\$ 801,275	\$ 274,034	\$ 176,328	\$ 350,914	\$ 352,516	\$ (1,602)	100.20%
Software, Medical & Office Supplies	\$ 212,777	\$ 221,701	\$ 221,701	\$ 72,762	\$ 41,726	\$ 107,213	\$ 107,213	\$ -	100.00%
Plant Supplies	\$ 423,659	\$ 356,400	\$ 356,400	\$ 460,469	\$ 79,226	\$ (183,295)	\$ 70,906	\$ (254,201)	171.32%
Electric	\$ 1,164,615	\$ 1,228,072	\$ 1,228,072	\$ 423,776	\$ -	\$ 804,296	\$ 613,800	\$ 190,496	84.49%
Propane & Natural Gas	\$ 347,253	\$ 431,350	\$ 431,350	\$ 21,698	\$ -	\$ 409,652	\$ 395,900	\$ 13,752	96.81%
Fuel Oil	\$ 76,257	\$ 63,000	\$ 63,000	\$ 14,950	\$ -	\$ 48,050	\$ 48,050	\$ -	100.00%
Fuel for Vehicles & Equip.	\$ 122,159	\$ 205,031	\$ 205,031	\$ 27,333	\$ -	\$ 177,698	\$ 147,500	\$ 30,198	85.27%
Textbooks	\$ 195,495	\$ 191,506	\$ 191,506	\$ 99,388	\$ 10,510	\$ 81,608	\$ 81,608	\$ -	100.00%
SUBTOTAL SUPPLIES	\$ 3,347,825	\$ 3,498,335	\$ 3,498,335	\$ 1,394,410	\$ 307,789	\$ 1,796,136	\$ 1,817,494	\$ (21,358)	100.61%

700	PROPERTY											
	Technology Equipment	\$ 559,515	\$ 410,000	\$ 410,000	\$ 881,845	\$ 241,372	\$ (713,218)	\$ (40,924)	\$ (672,294)	263.97%		
	Other Equipment	\$ 272,389	\$ 139,402	\$ 139,402	\$ 13,280	\$ 111,038	\$ 15,084	\$ 11,000	\$ 4,084	97.07%		
	SUBTOTAL PROPERTY	\$ 831,904	\$ 549,402	\$ 549,402	\$ 895,125	\$ 352,410	\$ (698,133)	\$ (29,924)	\$ (668,209)	221.62%		
800	MISCELLANEOUS											
	Memberships	\$ 66,090	\$ 73,415	\$ 73,415	\$ 49,869	\$ 4,839	\$ 18,707	\$ 18,707	\$ -	100.00%		
	SUBTOTAL MISCELLANEOUS	\$ 66,090	\$ 73,415	\$ 73,415	\$ 49,869	\$ 4,839	\$ 18,707	\$ 18,707	\$ -	100.00%		
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	100.00%		
	TOTAL LOCAL BUDGET	\$ 76,747,157	\$ 78,651,776	\$ 78,651,776	\$ 22,150,152	\$ 50,836,926	\$ 5,664,698	\$ 5,651,674	\$ 13,024	99.98%		

REVENUES

<u>EXCESS COST GRANT REVENUE</u>	<u>EXPENDED 2019 - 2020</u>	<u>APPROVED BUDGET</u>	<u>ANTICIPATED EXPENDITURE</u>	
Special Education Svcs Salaries ECG	\$ (33,039)	\$ (26,247)	\$ (23,622)	90.00%
Transportation Services - ECG	\$ (354,206)	\$ (402,480)	\$ (362,232)	90.00%
Tuition - Out of District ECG	\$ (1,372,981)	\$ (1,381,462)	\$ (1,243,316)	90.00%
	<u>\$ (1,760,226)</u>	<u>\$ (1,810,189)</u>	<u>\$ (1,629,170)</u>	90.00%

OTHER REVENUES

<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	<u>APPROVED BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	<u>% RECEIVED</u>
LOCAL TUITION	\$32,340	\$7,070	\$25,270	21.86%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000	\$0	\$30,000	0.00%
MISCELLANEOUS FEES	\$6,000	\$801	\$5,199	13.36%
TOTAL SCHOOL GENERATED FEES	\$68,340	\$7,871	\$60,469	11.52%

Women's Studies And World Literature

Curriculum Revisions
November 18, 2020

1

Goals of Revision

- Create concept-based units while maintaining rich senior elective program
- Continue conceptual scope and sequence that grades 9-11 build on
- Ensure skill-building aligned with CT Core Standards
- Maintain flexibility in choice of texts within units
- Increase cultural representation

2

Senior Electives

- Allows students choice to allow development of interests while honing English Language Arts skills.
- Prepares them for college by starting to make choices based on interest and need

3

Course Descriptions

Women's Studies 1174 College Prep 0.5 credit 1172 Honors 1st or 2nd Semester
 Students analyze the ways in which gender shapes the experiences of both men and women from a multicultural and interdisciplinary perspective. Readings include novels, poetry, short stories, historical documents, oral histories, essays, and scholarly articles. The readings are selected to represent universal themes in women's lives and to map the changing definition of "woman" at key periods in history. Students learn to apply feminist theory to the readings.

World Literature: In World Literature students move from the focused study of American Literature to a larger world view, exploring literature in the context of global culture and history. Students will grapple with questions that have engaged thinkers for the millenia: Who are we? How are we connected? How can we make sense of the world and our societies? How do culture and history interact with language and literature? Are various cultures more similar than they are different? Students will experience literature in historical context from all continents and time periods, including Tao te Ching, Dante's Inferno, works of Tolstoy and Chekhov, and will explore current culture in a final unit.

4

Women's Studies

Unit 1

The Cultural Construct

Conceptual Lens: Culture Identity

Process: close reading, analysis, and discussion

Knowledge: identify, feminism, gender

Summative Assessment: Extended Essay

5

Unit 2

Race, Identity and Gender

Conceptual Lens: Race and Identity

Process: close reading, analysis, and discussion

Knowledge: race, sexual orientation intersectionality

Summative Assessment: Narrative Writing

6

<p>Unit 3</p> <p>Evolution of the Media And Effect on Women</p>	<p>Conceptual Lens: Image and Influence</p> <p>Process: close reading, analysis, and discussion</p> <p>Knowledge: media, sexual assault harassment and assault, body image</p> <p>Summative Assessment: Analysis and Reflection on Advertisements.</p>
---	--

7

<p>World Literature</p> <hr/> <p>Unit 1</p> <p>The Purpose of Language</p>	<p>Conceptual Lens: Meaning and Purpose</p> <p>Process: close reading, cultural analysis, structural analysis</p> <p>Knowledge: language, purpose, translation, culture, art and structure</p> <p>Summative Assessment: Analytical Essay</p>
---	--

8

Unit 2

Globalization
And the
Blending of Cultures

Conceptual Lens: Modernism and Postcolonialism

Process: close reading, analysis, discussion, scholarly writing and revision

Knowledge: globalization, modernism, surrealism, existentialism, expressionism, assimilation, appropriation postcolonialism

Summative Assessment: Extended Essay and Comic Book Personal Project

9

Thank you!

10

Diversity Compliance Coordinator Newtown Public Schools

The Diversity Compliance Coordinator would be responsible for overseeing the District's commitments to Diversity and Equity as outlined in the BOE Resolution, and to ensure practices, procedures, and policies are applied consistently across the Newtown Public School system. The Coordinator would act as liaison for students, families, staff, and leaders in the resolution of issues related to bullying, racism, harassment, and systemic inequities.

Essential Duties and Responsibilities

The Diversity Compliance Coordinator will be responsible for...

- Providing students, families, staff and district leadership with support and guidance regarding effective resolution related to bullying, racism, and harassment.
- Working with school leaders in receiving and responding to students, families, and staff regarding internal and external complaints or allegations related to unlawful discrimination, harassment, bullying, and/or retaliation.
- **Facilitating the review, revision, and consistent implementation of procedures, protocols, and policies that protect students from discrimination, harassment, and bullying.**
- Supporting school leaders and staff in the investigation of complaints and the consistent application of appropriate and timely disciplinary measures or appropriate resolutions.
- Compiling data for the Superintendent and the BOE regarding number of racial, discriminatory, bullying or harassment complaints and their resolutions.
- Participating in district committees, including PEAC, to offer insights relevant to diversity and equity.
- Assisting in the training and professional development for staff and school leaders in diversity and equity.
- Supporting the Human Resources Director in expanding recruitment efforts to increase minority applicants.
- Assisting the Assistant Superintendent in reviewing SEL curriculum, programmatic, and academic changes that promote diverse perspectives and voices.
- Working with outside agencies and organizations to provide relevant and current resources for staff and school leaders in managing and complying with appropriate practices related to diversity and equity.
- Supporting school and central office leaders in responding to federal and state agencies when complaints of discrimination, bullying, or retaliation are brought forward.

Knowledge and Skills

The position requires a demonstrated understanding of and sensitivity to meeting the needs of individuals from diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds. A background in family counseling and therapy is preferable, with a strong commitment to supporting marginalized, minority, or trauma-impacted students, staff, and families. The individual should be able to communicate with others on confidential and sensitive issues, objectively investigate complaints of alleged discrimination, bullying, harassment and other violations in alignment with District policies and procedures, and work as an unbiased liaison between families and school personnel to make recommendations for timely resolution.

Personnel Certified/Non-Certified

Students

Face Masks/Coverings

The Newtown Board of Education (the “Board”) recognizes the importance of protecting the health and safety of students, staff, and the community during the COVID-19 pandemic. As such, and in accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Board requires that all individuals entering a school building, a Newtown Public Schools (“District”) facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. ~~*{Optional: An appropriate face covering shall not include “neck gaitors,” bandanas or exhalation valve masks.}*~~ Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with this policy shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with this policy may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

~~***{Optional: All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required certain activities and athletics. for athletes participating in certain athletic activities.}***~~

The Board authorizes the Superintendent or designee to develop administrative regulations and/or protocols to implement this policy. Such administrative regulations and/or protocols shall outline authorized exceptions to the requirement that all individuals wear an appropriate face covering in the school buildings, District facilities and District transportation vehicles and may identify additional face covering rules as related to the safe operation of the school community.

P4118.237(b)
4218.237
5141.8

Personnel Certified/Non-Certified

Students

Face Masks/Coverings (continued)

Legal References:

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together, Connecticut State Department of Education, as amended by Addendums 1-11 (June 29, 2020 through August 31, 2020).

Adopted:

Personnel Certified/Non-Certified

Students

Face Masks/Coverings

In accordance with requirements and guidelines issued by the Connecticut State Department of Education (“SDE”), the Newtown Public Schools (“District”) requires that all individuals entering a school building, a District facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. ~~*{Optional: An appropriate face covering shall not include “neck gaitors,” bandanas or exhalation valve masks.}*~~ Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with these protocols shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with these protocols may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

~~*{Optional: All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for certain activities and athletics. athletes participating in certain athletic activities.}*~~

Students and all individuals being transported on District transportation vehicles are required to wear appropriate face coverings (face coverings must be worn prior to boarding and while exiting the vehicle), in accordance with the District’s Transportation Protocols. Please see below for additional procedures for face covering exemption requirements.

Students, staff and all individuals inside school buildings and District facilities are required to wear appropriate face coverings except if: (i) the individual cannot wear the face covering because the individual has difficulty breathing, is unconscious, or

Personnel Certified/Non-Certified

Students

Face Masks/Coverings (continued)

incapacitated; (ii) the individual cannot remove the face covering without assistance; (iii) the individual has a documented medical reason making it unsafe to wear a mask; (iv) the student is in preschool; or (v) the individual has a disability that causes the individual to be unable to wear a face covering.

Important Note: The need for a medical exemption for the wearing of face coverings of the styles recommended for use in schools for source control is rare. Medical contraindications to the wearing of cloth or other similar loose fitting masks generally are limited to individuals suffering from severe chronic obstructive pulmonary disease (COPD) such as might be seen with cystic fibrosis, severe emphysema, heart failure, or significant facial burns that would cause extreme pain or interfere with the healing of a skin graft. These severe medical conditions will be rare in students or staff capable of presenting to the school for work or instruction (in most cases these individuals would not be able to move about freely without significant assistance). In addition, for anyone suffering from any of these underlying conditions, the strong recommendation would be for that person to remain at home and engage in fully virtual learning due to their risk of developing severe complications if they did become infected with COVID-19. Mild or intermittent respiratory or other common conditions such as asthma, cardiovascular diseases, kidney disease, or other similar conditions generally are not considered contraindications to the wearing of loose-fitting face coverings.

Face coverings may only be removed within the school building for the following reasons: (i) eating/drinking; (ii) on school grounds with appropriate social distancing implemented; and (iii) educational or medical activities requiring removal of masks (speech and language, evaluations, etc.) ONLY under circumstances when the school has implemented appropriate and District-approved mitigating measures (such as gowns, face shields, additional social distancing, physical barriers for District employees and/or students).

If a student claims a medical or disability-related exemption from wearing a face covering, the District shall follow the Decision Tree - Face Covering Exemptions in these Protocols. If the District determines the request is based on medical need, the parent or guardian and the **student's treating physician** must complete the Face Covering Exemption Request Form. If the District determines the request is based on disability (skill deficit), the District shall promptly convene a Planning and Placement Team ("PPT") Meeting or Section 504 Team meeting as appropriate to discuss and consider necessary programming revisions, accommodations, modifications, etc.

Personnel Certified/Non-Certified

Students

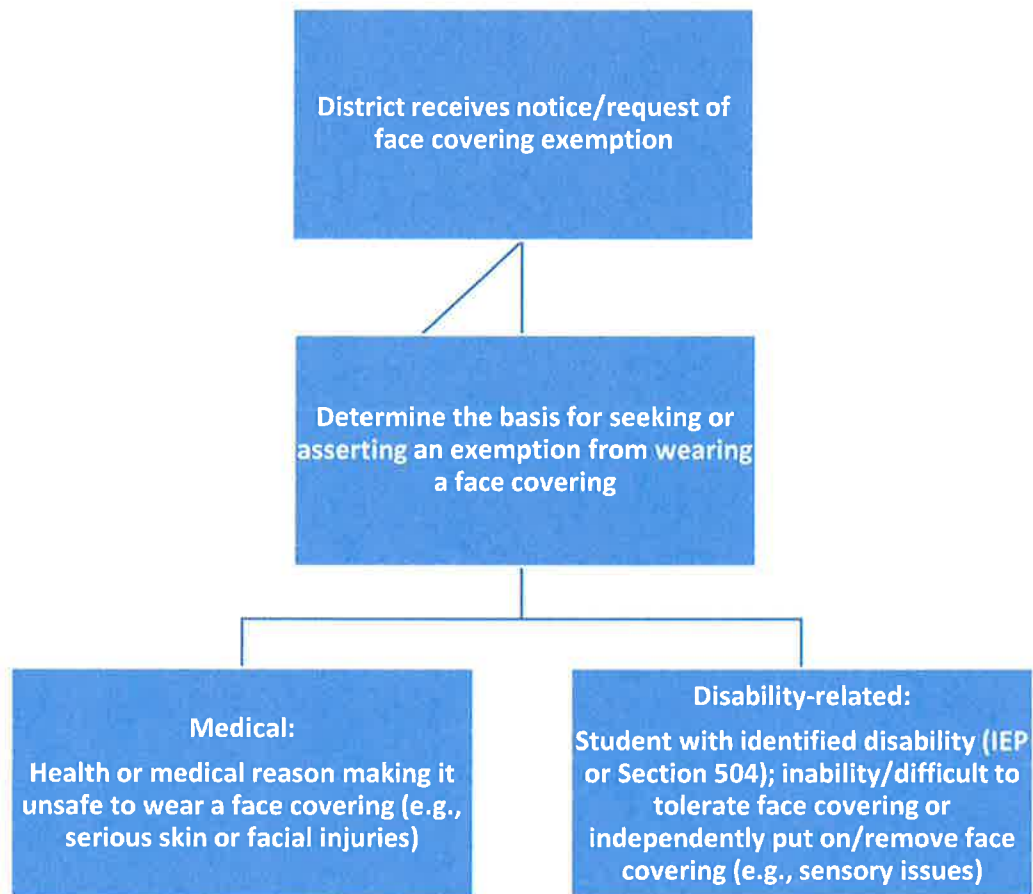
Face Masks/Coverings (continued)

If a staff member claims a medical or disability-related exemption from wearing a face covering, the District shall comply with all applicable laws, rules, regulations, and requirements regarding the evaluation of, and response to, any such claim.

~~Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. School district personnel supervising students shall only permit a face covering break when individuals who are indoors are a minimum of 12 feet apart *[note: consult with local health department to determine whether more than 12 feet is required when indoors without masks]* or other District-approved mitigating measures (such as physical barriers) have been implemented, and when individuals who are outdoors are a minimum of 6 feet apart. When practicable, school district personnel supervising students shall schedule mask breaks outdoors.~~

Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. School district personnel supervising students shall only permit a face covering break when individuals who are indoors or outdoors are a minimum of 6 feet apart whenever possible or other District approved mitigating measures (such as physical barriers) have been implemented. Additional protective measures would be implemented whenever possible, such measures include social distancing, physical barriers, increased ventilation, hand hygiene, cleaning and disinfection, and exclusion of ill individuals. When practicable, school personnel supervising students shall schedule face covering breaks outdoors.

Decision-Making Tree - Face Covering Exemptions



SAMPLE

[Board of Education/School Letterhead]

FACE COVERING

MEDICAL/HEALTH EXEMPTION FORM

COVID-19 is a highly contagious virus that spreads by respiratory droplets released when individuals talk, cough or sneeze. Many individuals infected with COVID-19 are asymptomatic and contagious. Federal and state public health agencies, including the United States Centers for Disease Control and Prevention (CDC), recommend that individuals wear a face covering to limit the spread of COVID-19.

The Connecticut State Department of Education and _____ Public Schools require ALL students, beginning in kindergarten, to wear face coverings during the school day. Any student seeking a medical exemption to the face covering requirement must have the student's treating physician complete the below Medical/Health Exemption Form. As noted below, _____ Public Schools will consult with the student's treating physician to determine what reasonable accommodations, if any, would allow the student to wear a face covering during the school day. In light of the significant public health and safety requirements, the _____ Public Schools require that any request for medical exemption be completed and submitted to _____, the [title] at _____ [email].

Students submitting requests for medical exemption are subject to COVID-19 containment strategies pending the completion of the exemption review process. COVID-19 containment strategies may include assignment to home-based remote learning to mitigate the possibility of infection to the student or others in the physical school building.

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____

(if different from child)

Contact Information for Treating Physician

Name: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

THE _____ PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY MASK EXEMPTION REQUESTS WITHOUT SUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE _____ PUBLIC SCHOOLS CONSULTING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR A MEDICAL EXEMPTION FROM WEARING A FACE COVERING DURING THE COVID-19 PANDEMIC. I UNDERSTAND THAT MY CHILD'S TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE FACE COVERING MEDICAL EXEMPTION REQUEST SUBMITTED ON BEHALF OF MY CHILD, _____ [NAME OF STUDENT], WITH THE _____ PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER A MEDICAL EXEMPTION IS NECESSARY AND/OR WHETHER THERE ARE ANY REASONABLE ACCOMMODATIONS THAT SHOULD BE CONSIDERED IN CONNECTION WITH THE FACE COVERING EXEMPTION REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2021, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLIER TIME BY SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I ACKNOWLEDGE THAT HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE _____ PUBLIC SCHOOLS, WILL BE EDUCATION RECORDS UNDER FEDERAL EDUCATION RECORD LAWS (FERPA) AND MAY NOT BE

PROTECTED BY THE HIPAA PRIVACY RULE. I ALSO UNDERSTAND THAT REFUSAL TO CONSENT TO THE EXCHANGE OF INFORMATION DESCRIBED ABOVE WILL NOT AFFECT ACCESS TO HEALTHCARE.

PRINT NAME
PARENT/GUARDIAN

DATE

SIGNATURE
PARENT/GUARDIAN

The section below must be completed by the student's treating physician to verify a health or medical reason that prohibits the student from wearing a face covering in the school building and/or on school grounds or to identify possible accommodations for the student to wear a face covering within the school building or on school grounds. Upon completion, this form must be provided by the treating physician directly to the _____ Public Schools, care of [insert contact name] at [address].

The treating physician MUST consult with school health supervisory personnel prior to completing this form. The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison at _____ Public Schools) is:

Medical Verification

Yes No

I have consulted with school health supervisory personnel regarding the student's ability to wear a face covering due to a verified medical or health reason.

After consultation with school health supervisory personnel, I have determined that reasonable accommodations would permit the student to wear a face covering for parts or all of the school day.

If yes, to the above question:

I have determined that the following reasonable accommodations would permit the student to wear a face covering during the school day (examples include, without limitation, face covering breaks at specified intervals, use of face shield when a face covering is contraindicated, use of bandana or looser fitting face covering):

-
-
-

After consultation with school health supervisory personnel, I have determined that the student cannot wear a face covering during the entire school day due to a verified medical or health reason.

The student has been diagnosed with the following medical condition(s) that prevent the student from wearing a face covering at all times during the school day:

*** Documentation supporting the above diagnosis MUST be submitted to the _____ Public Schools along with this Medical Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

Signature of Treating Physician

Date

Print Name of Treating Physician

CT License No.

**NEWTOWN BOARD OF EDUCATION
2021 SCHEDULE OF MEETINGS**

**Meetings will begin at 7:00 p.m. Locations will
be determined in advance of each meeting.**

January 5
January 19 (budget overview)
January 21 (budget)
January 26 (budget)
January 28 (public hearing & discussion)
February 2 (regular/budget adoption)
February 16
March 2
March 16
April 6
April 20
May 4
May 18
June 1
June 15
July 6
August 24
September 14
October 5
October 19
November 3 (Wednesday)
November 16
December 7
December 21

January 4, 2022
January 18, 2022

Approved November 17, 2020

Unit Planner: The Evolution of Media and the Effect on Women

Women's Studies

Newtown High
 School > 2020-
 2021 > High School
 > English
 Language Arts >
 Women's Studies
 (C) > Week 12 -
 Week 17

Last Updated: [Wednesday, June 24, 2020](#) by Kristine English

The Evolution of Media and the Effect on Women

English, Kristine; Marks, Abigail; 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

Lenses: Image, Influence

Process concepts: close reading, analysis, discussion

English microconcepts: voice, content-specific vocabulary, presentation

Theory of knowledge concepts: media, advertisements, sexual assault and harassment, body image

Generalizations / Enduring Understandings

1. Women and girls must critically examine media and advertisements to understand thoroughly the harmful effects on body image and mental health.
2. Beauty standards vary from culture to culture, but the media and advertisements exclude most people.
3. Women and girls are disproportionately affected by the perpetuation of rape culture.
4. Women and girls must feel free to stand up and speak out without repercussions to combat rape culture and the harmful effects of the media.
5. Close reading of non-fiction promotes text enriched analysis and discussion.
6. Scholars apply specific vocabulary to strengthen ethos in written and spoken arguments.
7. Presenting ideas to a large group facilitates a greater understanding of a subject for both the presenters and the audience.

Guiding Questions

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

- 1a: What constitutes media? (F)
- 1b: How have media and advertisements played a role in how women and girls feel about themselves? (C)
- 1c: Is media influenced by society or is society influenced by media? (C)
- 1d: Is a complete overhaul of the media necessary to protect young women and girls? (P)
- 2a: Why does the media tend to concentrate on one standard of beauty for all women? (C)
- 2b: How have limited standards of beauty harmed young women? (C)
- 3a: What is rape culture? (F)
- 3b: How are both women and men damaged by a society that perpetuates rape culture?
- 3c: Is a complete and thorough education, both in schools and at home, the only way to break the cycle of sexual violence in society? (P)
- 4a: Why have women been reluctant to speak out against rape culture? (C)
- 4b: How can society support women when they choose to speak up and out about rape culture and the media? (C)
- 4c: Is it possible to eradicate rape culture and create a more inclusive media? (P)
- 5a: What is close reading? (F)

5b: Can close reading change the perspective of a text? (P)

6a: What is ethos? (F)

6b: How does the specific vocabulary influence a reader's understanding of a topic?(C)

7a: What is involved in an effective presentation of ideas? (F)

7b: How can effective presentation serve as a tool for change? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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.

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).

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.

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.11-12.8. (Not applicable to literature)

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.

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.11-12.1e. 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.11-12.2a. 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 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.

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).

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.

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.

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.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

[Bloom/ Anderson Taxonomy / DOK Language](#)

Students will analyze and examine the media in various forms and consider the impact on women and girls.

Students will study beauty standards in both the United States and around the world in order to understand how limiting these standards can be damaging.

Students will study and discuss the concept of rape culture and its impact on men and women, both in the United States and globally.

Students will present or write about the standards of beauty and offer ways to combat the harmful effects.

Students will read and analyze texts about

Students will engage in meaningful discussions with their peers which deal with pieces about rape culture, beauty standards, and the media.

Critical Content & Skills

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

Analyze and discuss nonfiction about the media, beauty standards, and rape culture.

Analyze and discuss current events

Practice close reading

Create and/or write about ways to dismantle the negative and harmful effects of the media.

Core Learning Activities

Formative:

Analyze several advertisements from women's magazines

Discuss the documentary film *Killing Us Softly 4* in conjunction with "The Empire of Images in our World of Bodies"

Examine and analyze dress codes in various schools across the country

Discuss various types of media and the impact on young women

Teacher-led lesson on rape culture, followed by class discussion, sometimes with a guest speaker who has expertise on the subject.

Summative: Beauty "commercial" or reflection

[BeautyUnitSeminar](#)

Assessments

Other written assessments

Summative: Other Visual Assessments

Cutting Advertisements Down to Size:

What Does the Media Teach Us

Summative: Extended Essay

[BeautyUnitAdCampaign.docx](#)

[BeautyUnitAnalysisandReflection.doc](#)

Resources

Professional & Student

Killing Us Softly 4 - by Jean Kilbourne

"The Empire of Images in the World of our Bodies" - by Susan Bordo

Various advertisements from women's magazines (*Glamour*, *Vogue*, *Cosmopolitan*, *Seventeen* etc)

	<p>"One Size Fits None" by Eliana Dockterman https://time.com/how-to-fix-vaity-sizing/</p> <p>Excerpts from <i>Shrill</i> by Lindy West</p> <p>Excerpts from <i>Hunger</i> by Roxane Gay Information from RAINN's website</p> <p>Information from metoomvmt.org</p> <p>"The Rape Kit's Secret History" by Pagan Kennedy</p> <p><i>The New York Times</i> section, "Women and Girls"</p> <p>"Do All Women Think the Same?" https://www.youtube.com/watch?time_continue=1&v=4OB8EfHMG4U</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy</p> <p>Critical Thinking</p> <p>Spoken Communication</p> <p>Written Performance</p> <ul style="list-style-type: none"> • Critical Thinking • Written Performance 	<p>Interdisciplinary Connections</p> <p>Psychology</p> <p>History (United States and World)</p>

Unit Planner: The Cultural Construct Women's Studies

Newtown High
School > 2020-
2021 > High School
> English
Language Arts >
Women's Studies
(C) > Week 1 -
Week 9

Last Updated: Friday, June 19, 2020 by Kristine English

The Cultural Construct

English, Kristine; Marks, Abigail; 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

Lenses: Culture, Identity

Process concepts: close reading, analysis, discussion

English microconcepts: voice, content- specific vocabulary, author's craft, text comparison

Theory of knowledge concepts: voice, culture, identity, feminism, gender, identity, language, education, patriarchy, cultural construct, obstacle

Generalizations / Enduring Understandings

Generalizations / Enduring Understandings:

1. The concept of woman as a cultural construct has changed over time because society's understanding of gender roles has shifted.
2. With increasing awareness and skill, people facing obstacles can overcome them with language.
3. Access to education allows women to challenge notions of femininity and the patriarchy.
4. Even though the concept of gender roles changes, each generation tends to entrap people in masculine and feminine roles for most of their life.
5. Because women are increasingly involved in their own education, women's roles and men's roles in society increasingly overlap, causing both freedom and discomfort.
6. Close reading of fiction and non-fiction promotes text enriched analysis and discussion.
7. Readers strengthen analysis by examining texts for author's craft and voice.
8. Scholars apply specific vocabulary to strengthen ethos in written and spoken arguments.

Guiding Questions

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

Guiding Questions

- 1a: What is gender? (F)
- 1b: Do women have the power to redefine what it means to be female in our society? (C)
- 1c: How has the perception of women changed over time? (C)
- 1d: Do women need the support of men and all women to change what it means to be a woman? (P)
- 2a: What language lifts and degrades men? (F)
- 2b: What language lifts and degrades women? (F)
- 2c: How has language used to describe men and women evolved over time? (C)
- 2d: How has language been used as a tool for oppression and empowerment? (P)
- 3a: What is the patriarchy? (F)
- 3b: How has women's access to education provided more opportunities for success? (C)
- 3c: How has women's lack of access to education made them vulnerable to patriarchal standards? (C)
- 3d: Is education for men and for women inherently different? (P)
- 3e: How have women been excluded from understanding

their own physical and mental health and what are the consequences? (P)

4a: What is femininity? (F)

4b: What is masculinity? (F)

4c: When and how are gender norms defined? (C)

4d: Are women and men capable of breaking from stereotypes and changing the concept of what it means to be masculine and feminine? (P)

5a: What are gender roles? (F)

5b: How did the 1950s serve as a defining time for women, and to what extent does society still adhere to the standards set? (C)

5c: How are women still forced into traditional roles? (C)

5d: Are traditional roles for men and women damaging? (P)

6a: What is close reading? (F)

6b: Why is the close reading of both nonfiction and fiction texts essential? (C)

6c: Can close reading change the perspective of a text? (P)

7a: What is author's craft? (F)

7b: How does the voice in the text affect the readers' understanding of the theme? (C)

8a: What is ethos? (F)

8b: How does the specific vocabulary influence a reader's understanding of a topic?(C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.

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

They comprehend as well as critique.

They come to understand other perspectives and cultures.

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.

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.

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.

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.

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 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR 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.

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.

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.

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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will identify and analyze the ideas and ideals of a patriarchal society.

Students will investigate stereotypes associated with masculinity and femininity and discuss ways in which they have shifted.

Students will develop an understanding of how the 1950s served as a staple in their understanding of women, through a clear and focused class discussion.

Students will examine women in education and in healthcare in order to understand the discrepancies.

Students will effectively discuss fiction and non fiction texts, in order to determine how gender roles have impacted women over time.

Students will closely examine and write about texts, both fiction and non fiction, that address gender roles, education, patriarchy, and healthcare.

Students will compare and contrast two works from similar time periods in a clear and focused essay about women's healthcare and education.

Critical Content & Skills

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

Understand women's education and healthcare and its history, gender roles, masculinity and femininity, patriarchy

Analyze and discuss fiction and nonfiction,

Analyze and discuss current events,

Practice close reading, argumentative writing,

Core Learning Activities

Formative: Guided small group work and discussions for *The Awakening, A Doll's House, The Bell Jar*

Articles, reflections, both written and oral on class readings, class discussions about current events related to gender roles, masculinity and femininity, education and healthcare

Close readings, specifically related to the novels and plays read.

Summative: seminars, essays

Awakening Discussion Questions pages 35-76.doc

[Quick response to "The Yellow Wallpaper" and poems](#)
[A Doll's House, Act I Questions](#)
[Close Reading Passage 1Awakening.doc](#)
[Awakening Guiding Concepts 1-34 \(1\).doc](#)
[femininitymasculinityreflection2020.doc](#)
[Introduction Discussion- Women's Studies languageactivity.doc](#)
[HonorsBellJarPassageAnalysis.docx](#)

Assessments

Summative: Extended Essay

Summative: Other oral assessments

[CPComplaintandDisorders2020](#)

[HonorsComplaintsandDisordersSeminar2020](#)

[Honors A Doll's House Essay](#)

[CP A Doll's House Essay](#)

[Final TBS on The Awakening.doc](#)

[Culminating Essay Topics for The Awakening.doc](#)

[50SSeminar2020](#)

Resources

Professional & Student

Resources

"50,000 Toy Cars are Being Gifted to Young Girls to Challenge Stereotypes" by Jessica Radloff
<https://www.glamour.com/story/50000-toy-cars-are-being-gifted-to-young-girls-to-challenge-gender-stereotypes>

"Invisible labor taking a toll on mothers' well-being" by Dr. Saumya Dave
<https://abcnews.go.com/GMA/Wellness/invisible-labor-taking-toll-mothers/story?id=6051955>

"How Men Get Penalized for Straying from Masculine Norms" by David M. Mayer
<https://hbr.org/2018/10/how-men-get-penalized-for-straying-from-masculine-norms>

"How Femininity Has Changed over the Last 50 years" by Rachel Hosie
<https://www.independent.co.uk/life-style/femininity-study-how-changed-research-feminine-women-always-platinum-a8554031.html>

The Awakening- by Kate Chopin

A Doll's House - Henrik Ibsen

Excerpts from *Complaints and Disorders*- Barbara Ehrenrich

"The Yellow Wallpaper" by Charlotte Perkins Gilman

Selected poetry- Emily Dickinson, Maya Angelou, Gwendolyn Brooks

Excerpts from *The Feminine Mystique* by Betty Friedan

"The Problem that has No Name" by Betty Friedan

"Growing up Female" by Bruno Bettelheim

The Bell Jar by Sylvia Plath

Selected poetry by Sylvia Plath

Films: *Mona Lisa Smile* and *Girl, Interrupted*

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Written Performance

Interdisciplinary Connections

Psychology

U.S. History/World History

Biology

Unit Planner: Race, Identity, and Gender Women's Studies

Newtown High
School > 2020-
2021 > High School
> English
Language Arts >
Women's Studies
(C) > Week 10 -
Week 16

Last Updated: [Thursday, August 27, 2020](#) by Kristine English

Race, Identity, and Gender

English, Kristine; Marks, Abigail; 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

Lenses: Race, Identity

Process concepts: close reading, analysis, discussion

English microconcepts: voice, content- specific vocabulary, author's craft, text comparison, presentation and speech

Theory of knowledge concepts: race, sexual orientation, gender, identity, feminism, intersectionality

Generalizations / Enduring

Understandings

1. Feminism must be intersectional in order for it to be an enduring and revolutionary movement.
2. Race and gender shape a person's identity and their understanding of the world at large.
3. Women of color and women in the LBGTQ community are often excluded from conversations about womanhood, femininity, and feminism, so it is necessary for them to create spaces for themselves.
4. A more inclusive and equal society depends on meaningful discussions about race and identity, which serve as a way to educate men and women.
5. Close reading of fiction and non-fiction promotes text enriched analysis and discussion.
6. Readers strengthen analysis by examining texts for author's craft and voice.
7. Scholars apply specific vocabulary to strengthen ethos in written and spoken arguments.
8. Presenting ideas to a large group facilitates a greater understanding of a subject for both the presenters and the audience.

Guiding Questions

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

- 1a: What is feminism? (F)
- 1b: What is intersectionality? (F)
- 1c: How have conversations about intersectionality broadened the scope of feminism? (C)
- 1d: If feminism is not intersectional, can it be called feminism at all? (P)
- 2a: What is gender identity (F)
- 2b: How does race impact women differently than men? (C)
- 2c: How are race and gender identity linked? (C)
- 2d: Is it necessary to discuss the implications of racism when talking about feminism? (P)
- 3a: What does BIPOC mean and who is included?(F)
- 3b: What does LBGTQ stand for and who is included? (F)
- 3c: What is misogynoir? (F)
- 3d: What is cultural appropriation? (F)
- 3e: How have women of color and women in the LBGTQ community been excluded from mainstream feminism? (C)
- 3f: How does cultural appropriation harm women of color? (C)
- 3g: Can creating spaces specifically for BIPOC women and women in the LBGTQ community aid in their understanding of their identities? (P)
- 4a: What does inclusive mean? (F)
- 4b: What is a meaningful or effective discussion? (C)

4c: How do discussions about race and identity change society's long embedded prejudices? (C)
4d: Are open discussions the most effective means of education? (P)
5a: What is close reading? (F)
5b: Why is the close reading of both nonfiction and fiction texts essential? (C)
5c: Can close reading change the perspective of a text? (P)
6a: What is author's craft? (F)
6b: How does the voice in the text affect the readers' understanding of the theme? (C)
7a: What is ethos? (F)
7b: How does the specific vocabulary influence a reader's understanding of a topic?(C)
8a: What is involved in an effective presentation of ideas? (F)
8b: How can effective presentation serve as tool for change? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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).

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.

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.

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.

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 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR 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.

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.

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.

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.

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.

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.

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.

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 of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance

understanding of presentations.

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.

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

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.

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.11-12.4a. 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.

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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will examine fiction and nonfiction texts in order to understand and analyze intersectionality and intersectional feminism.

Students will discuss and examine the author's craft in fiction pieces about race and gender.

Students will read and analyze texts about women in the LBGTQ community.

Students will engage in meaningful discussions with their peers which deal with pieces about BIPOC women and women of color.

Students will present and teach, in small groups, themes and concepts from a novel so that their peers will have a greater understanding of those topics.

Critical Content & Skills

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

Analyze and discuss fiction and nonfiction, including literature about and by BIPOC women

Analyze and discuss current events

Practice close reading

Create a persuasive written argumentative

Understand BIPOC women and women in the LBGTQ community and other marginalized women and their struggles and triumphs.

Core Learning Activities

Formative:

Small group discussions about book club books (*A Thousand Splendid Suns*, *Americanah*, *A Place for Us*, *The Joy Luck Club*, *Fried Green Tomatoes at the Whistle Stop Cafe*),

Teacher-lead presentations about intersectionality,

Small group presentations about women in the news,

Group activities and writing about *Women of Brewster Place* and related articles.

Summative: Presentations, narrative writing, essay

[Women in the News](#)
[GroupDiscussion2019-20.doc](#)
[Kiswana Browne Assignment](#)
[Mattie Michael assignment](#)
[The Two Close Reading](#)

Assessments

Women of Brewster Place, Creative Writing, Final Assessment
Summative: Narrative Writing Assignment
Women of Brewster Place Essay Option, Final Assessment
Summative: Extended Essay
Final Presentation Book Clubs
Summative: Oral Report
[WomenofBrewsterPlaceEssay2019/20](#)
[WomenofBrewsterPlaceVignette2019/20](#)
[Women's Studies, Final Presentation, Book Clubs](#)

Resources

Professional & Student
The Women of Brewster Place- by Gloria Naylor
Black Women Shaping Feminist Theory by bell hooks
A Thousand Splendid Suns- by Khaled Hosseini
Americanah- by Chimamanda Ngozi Adiche
A Place for Us- by Fatima Fahreen Mirza
The Joy Luck Club- by Amy Tan
Fried Green Tomatoes at the Whistle Stop Cafe- by Fannie Flagg
"As a Black Parent my Parenting is always Political" by Dani McClain
<https://www.thenation.com/article/archive/black-motherhood-family-parenting-dani-mcclain/>
"When Feminism is White Supremacy in Heels" by Rachel Elizabeth Cargle
<https://www.harpersbazaar.com/culture/politics/a22717725/what-is-toxic-white-feminism>
"Do Conversations on Race belong in the Classroom?" by Melinda D. Anderson
<https://www.theatlantic.com/education/archive/2017/09/beverly-daniel-tatum-classroom-conversations-race/538758/>
Excerpts from *So You Want to Talk About Race* by Ijeoma Oluo
Excerpts from *Bad Feminist* by Roxane Gay
This American Life episode episode 647- "LaDonna"
Brene Brown's Podcast with Laverne Cox on Transgender Representation, Advocacy and the Power of love
Excerpts from *Crazy Brave* by Joy Harjo
Excerpts from *Heart Berries* by Terese Marie Milhot

Student Learning Expectation & 21st Century Skills

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

Interdisciplinary Connections

U.S History
World History
Psychology
Sociology
Conversations on Race

- | | |
|--|--|
| <ul style="list-style-type: none">• Spoken Communication• Written Performance | |
|--|--|

Unit Planner: Globalization and the Blending of Cultures World Literature

Newtown High
School > 2020-
2021 > High School
> English
Language Arts >
World Literature
(C) > Week 10 -
Week 18

Last Updated: Today by Anne Uberti

Globalization and the Blending of Cultures
Kaplan, Jacquelyn; Marks, Abigail; 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

Process concepts: close reading, analysis, discussion, scholarly writing and revision

English microconcepts: research, critical theory, graphic novel

Theory of knowledge concepts: Globalization, modernism, surrealism, existentialism, expressionism, assimilation, appropriation, postcolonialism

Lens: Modernism and Postcolonialism

Generalizations / Enduring Understandings

1. Various literary movements can determine classification of literature.
2. Technological and cultural changes of a time period inspire literature and artistic movements, including Modernism of the early 20th century.
3. Images convey meaning in much the same way literature does.
4. Critical theory requires the employment of critical lenses to deepen understanding of literary works.
5. Postcolonial literature attempts to address and overcome the problems of imperialism and the new global culture of the 21st Century.

Guiding Questions

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

- 1a. What are some examples of literary movements? (F)
- 1b. What social and cultural factors contribute to the development of a literary movement? (C)
- 1c. Does the classification of a literary movement inhibit or spark analysis of the works associated with that movement? (C)
- 1d. How does the perception of literary movements change over time? (C)
- 1e. Is the study of literary movements useful today? (P)
- 2a. What are the hallmarks of modernist art? (F)
- 2b. What are the hallmarks of modernist literature? (F)
- 2c. How do modernist art and literature help contextualize the cultural shifts of their time? (C)
- 2d. What is surrealism? (F)
- 2e. What is existentialism? (F)
- 2f. What is expressionism? (F)
- 2g. How does modernist literature reflect the philosophical upheavals of its time? (C)
- 2h. Should people still read modernist literature? (P)
- 3a. How do images differ from texts in their purpose and strategies? (F)
- 3b. How is the analysis of art different from the analysis of image as text? (C)

- 3c. How do authors interpret text visually? (C)
- 3d. How can the visual interpretation of a text help deepen analysis? (C)
- 3e. How do authors employ visual text as rhetoric? (C)
- 3f. Can graphic novels be considered “great” literature? (P)
- 4a. Why do scholars and theorists employ critical theory? (C)
- 4b. What are some of the lenses critical theorists use to analyze literature? (F)
- 4c. How does viewing a text through a critical lens deepen understanding of the work? (C)
- 4d. What are the limitations of employing critical lenses? (P)
- 4e. How does the use of critical theory interact with the analysis of culture? (C)
- 5a. How have various cultures around the world grappled with the postcolonial era? (C)
- 5b. How have postcolonialism and globalization contributed to new literary movements? (C)
- 5c. How do cultures define and reassert themselves in the midst of globalization? (C)
- 5d. How do the religion, art, food, and literature of a culture interact and inform each other? (F)
- 5e. Is it important to experience the religion, art, food, and literature of cultures other than one’s own? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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 comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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).

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.)

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.11-12.8. (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.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR 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.

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.

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.

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

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.

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 of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

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.

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.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers.
All rights reserved.

Objective(s)

[Bloom/ Anderson Taxonomy / DOK Language](#)

- Students will research and classify various aspects of modernism
- Students will analyze approaches to modernism in a foundational modernist text
- Students will challenge and interrogate previous learning at the intersection of literature and art
- Students will translate written literature to images
- Students will analyze images as literature
- Students will recognize and determine the uses of critical theory
- Students will research and classify various critical lenses
- Students will identify and navigate various critical lenses in a text
- Students will investigate and present the literature of a contemporary culture and contextualize its place in that culture

Critical Content & Skills

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

Students will critically analyze texts from the early 20th century to current literature from a variety of cultures. Students will analyze texts for cultural influence on original readers and as a vehicle of learning about other cultures. Students will use close reading strategies in increasing complex texts. Students will research Postcolonial and contemporary literature from certain regions self- chosen based on interest. Students will read an image as text. Following close reading, research and discussion, students will write an analytical essay.

Core Learning Activities

Formative:

Bug story activity
Kafka research
Research in surrealism, existentialism, and expressionism
History of Iran
Critical Lens sharing activities

Summative:

Metamorphosis comic book
Persepolis critical lens essay
Final culture project

[kafka cockroach drawing article.docx](#)
[Marjane Satrapi's Iran.pptx](#)

Assessments

Kafka Comic Book

Summative: Personal Project

[Kafka comic books.docx](#)

Persepolis Lens Essay

Summative: Extended Essay

[Persepolis Critical Lens Essay.docx](#)

[persepolis essay school wide rubric.docx](#)

Final Research Project

Summative: Group Project

[Contemporary World Literature Circles.docx](#)

Resources

Professional & Student

Major Texts:

The Metamorphosis by Franz Kafka

Persepolis by Marjane Satrapi

Supplementary Texts:

Critical Theory Today by Lois Tyson (excerpted)

Postcolonial and contemporary literature chosen by students

from certain regions that they choose based on interest

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

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

Interdisciplinary Connections

Art, History, Culinary

Unit Planner: The Purpose of Language World Literature

Newtown High
School > 2020-
2021 > High School
> English
Language Arts >
World Literature
(C) > Week 1 -
Week 9

Last Updated: Today by Anne Uberti

The Purpose of Language

Kaplan, Jacquelyn; Marks, Abigail; 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

Theory of Process concepts: close reading, structural analysis, cultural analysis

English microconcepts: history of language, poetic forms, metaphor, symbol

Theory of Knowledge concepts: language, meaning, purpose, translation, culture, art, structure

Lens:

Meaning and purpose

Generalizations / Enduring Understandings

1. Language developed to serve different purposes.
2. The structure of a text informs and expands its meaning.
3. The act of translation creates its own meaning and expression.
4. A culture generates a body of artistic representations, including written expression.
5. Literature can gain meaning through reimagining and reinterpretations over time.

Guiding Questions

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

- 1a. How does language develop over time? (F)
- 1b. How has the technology used to disseminate language changed over time? (F)
- 1c. What is the intersection of religion and language? (C)
- 1d. How does imaginative literature inform as well as entertain? (C)
- 1e. Is it worthwhile to study religious texts as literature? (P)
- 1f. Why have some texts been elevated and others forgotten over time? (P)
- 2a. How did the form and structure of the earliest texts change over time? (F)
- 2b. What is the difference between sacred and vulgar texts? (F)
- 2c. How does a rigid rhyme and meter scheme both expand and inhibit creativity? (C)
- 2d. When should an author conform to or subvert a set structure or modality? (P)
- 3a. How do translations of works differ? (F)

- 3b. How do different translations affect the meaning of a work? (C)
- 3c. How are translations themselves a product of their own time and place? (C)
- 3d. Can a translation be “right”? (P)
- 4a. How has art inspired literature? (F)
- 4b. How has literature inspired art? (F)
- 4c. How does the meaning of a text differ when spoken aloud? (C)
- 4d. How does the meaning of a text differ when interpreted visually? (C)
- 4e. Is it necessary to read the literature of a culture to understand that culture? (P)
- 5a. How have various texts been reinterpreted or reimagined? (F)
- 5b. How do archetypes manifest across different cultures and time periods? (C)
- 5c. How do authors borrow from the work of others in homage or cultural criticism? (C)
- 5d. Is reading literature from other cultures necessary to understand one’s own? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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 come to understand other perspectives and cultures.

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).

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 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR 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.

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.11-12.1c. 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.

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.

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.

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 required to deepen the investigation or complete the task.

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 of 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

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.11-12.4a. 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.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. 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.

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.

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)

[Bloom/ Anderson Taxonomy](#) / [DOK Language](#)

- Students will interrogate the history of written expression
- Students will extrapolate ideas about culture from language, religion, literature, and art
- Students will analyze and perceive nuanced differences in translations
- Students will detect and compare thematic and elements and strategies of craft across cultures and time periods
- Students will analyze and create poetic forms and structures
- Students will recognize and analyze the connections between art and literature
- Students will create their own artistic interpretations of literature

Critical Content & Skills

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

Students will use close reading strategies in increasing complex texts

Students will critically analyze texts from the 4th century BCE to current literature from a variety of cultures.

Students will analyze the structure of texts to enhance reading experience and develop author's message.

Students will compare multiple translations of a text to evaluate the impact of translator's choices/decisions

Students will analyze texts for cultural influence on original readers and as a vehicle of learning about other cultures.

Students will learn about the form of parable and analyze its use in a novella.

Students will examine the history of language and how it changes over time.

Core Learning Activities

Formative:

History of language activity

Translation analysis activity

Multiple *Inferno* engagement activities

Tolstoy webquest

Tolstoy writing through the zones

Summative:

Taoism in Popular Culture Essay

Inferno Stage Design Project

Master and Man analytical essay

[world lit timeline activity.docx](#)

[Tao Te Ching Translation Comparisons.docx](#)

[Dante's Inferno.pptx](#)

[Terza Rima Fun.docx](#)

[Dante Canto V paintings.pptx](#)

[Tolstoy's russia webquest.docx](#)

[Seminar Preparation Notes.docx](#)

[seminar rubric.doc](#)

Assessments

Taoism in Popular Culture

Summative: Other written assessments

[Taoism in Popular culture project.docx](#)

[rubric for taoism project.docx](#)

Inferno Stage Design Project

Summative: Group Project

[inferno set design.docx](#)

Master and Man seminar

Summative: Lecture/seminar

[Seminar Preparation Notes.docx](#)

[seminar rubric.doc](#)

Master and Man analytical essay

Other written assessments

[master and man in-class.docx](#)

[master and man in-class.docx](#)

Resources

Professional & Student

Major Texts:

Tao Te Ching by Lao Tze

The Inferno by Dante Alighieri

Master and Man by Leo Tolstoy

Supplementary Texts:

The Tao of Pooh by Benjamin Hoff (excerpted)

The Tao of Wu by The Rza (excerpted)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy

Interdisciplinary Connections

Art, History, Music

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



6 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Linear Functions	✔	0	1-11	12-15	16-18	19-21	22-24	25-26	27-30	31-33	34-37
Linear Inequalities	✔	0	12-15	16-18	19-21	22-24	25-26	27-30	31-33	34-37	38
Systems of Linear Equations	✔	0	16-18	19-21	22-24	25-26	27-30	31-33	34-37	38	
Systems of Linear Inequalities	✔	0	16-18	19-21	22-24	25-26	27-30	31-33	34-37	38	
Relations and Functions	✔	0	16-18	19-21	22-24	25-26	27-30	31-33	34-37	38	



Unit Planner: Linear Functions Algebra I Foundations II

Wednesday, October 28, 2020, 3:17PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I Foundations II > Week 1 - Week 11

Last Updated: Thursday, October 22, 2020
by Charlotte Manos

Linear Functions

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Linear Functions

- slope
- intercepts
- linear inequalities
- two points

Lens: patterns

Generalizations / Enduring Understandings

Strand 1: Graphing

Concepts:

- slope
- intercepts
- linear inequalities

Generalization: Characteristics of linear equations and inequalities, including slope and intercepts, determine the graph of a linear function and inequality.

Strand 2: Writing

Concepts:

- two points
- slope

Generalization: Two points define a linear function. A point and a slope define a linear function.

Guiding Questions

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

Factual:

- What is slope? (S1)
- What is needed to graph a linear equation? (S1)
- What are the intercepts? (S1)
- What is a linear function? (S1/S2)
- What is the process of writing a linear equation given two points? (S2)
- What is the process of writing a linear equation given a point and a slope? (S2)

Conceptual:

- How do representations of linear functions differ? (S2)
- What is the significance of a linear function's slope and y-intercept? (S1/S2)

Provocative:

- How may linear functions effectively model real-world situations? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Reasoning with Equations & Inequalities

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Mathematical Practice

MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

HSF-IF.C. Analyze functions using different representations.

<ul style="list-style-type: none"> • Write the linear equation in standard form. • Write the linear equation in point-slope form. • Write the linear equation in slope-intercept form. • Model linear applications with an equation. • Interpret a linear application. 	
<p>Assessments</p> <p>Slope and Slope Intercept Form Quiz Summative: Other written assessments 5. Slope and Slope Intercept Form Quiz.pdf Review for Slope & Slope Intercept Form Quiz Formative: Other written assessments 4. Slope and Slope Intercept Quiz Review.pdf</p>	<p>Resources</p> <p><i>Professional & Student</i> Kuta Infinite Algebra I; Infinite Pre-Algebra software paid through department iXL</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Art</p>





Unit Planner: Linear Inequalities

Algebra I Foundations II

Wednesday, October 28, 2020, 3:19PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I Foundations II > Week 12 - Week 15

Last Updated: Thursday, October 22, 2020
by Charlotte Manos

Linear Inequalities

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Linear Functions

- linear inequalities

Lens: patterns

Generalizations / Enduring Understandings

Strand 1: Inequalities

Concepts:

- boundary line
- solution set

Generalization: A boundary line determines the solution set of a linear inequality.

Guiding Questions

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

Factual:

- What is a boundary line?
- How is shading the correct side of a boundary line determined?

Conceptual:

- How many solutions does a linear inequality have and how does it differ from a linear equation?
- What is the relationship between the inequality symbol and the boundary line?

Provocative:

- Can linear inequalities effectively model real-world situations?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 6

The Number System

6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.C.7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

Expressions & Equations

6.EE.B. Reason about and solve one-variable equations and inequalities.

6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.8. Write an inequality of the form $x > c$ or $x \leq c$ or x

CCSS: Grade 7

Expressions & Equations

7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q$

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Reasoning with Equations & Inequalities

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

CCSS: HS: Modeling

Mathematical Practice

MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph Linear Inequalities

Critical Content & Skills

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

Students will be able to:

Analyze the graph of a linear inequality

- Graph a linear inequality given standard form.
- Graph a linear inequality given slope-intercept form.
- Graph a linear inequality given point-slope form.
- Model linear applications with a graph.
- Write the linear inequality given a graph.

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[0. graphing linear inequalities warm ups.docx](#)

[GraphingLinearInequalitiesInteractiveNotebookPages.pdf](#)

Assessments

Linear Inequalities Quiz

Summative: Other written assessments

[Linear Inequalities Quiz \(40 pts\).pdf](#)

[Linear Inequalities Quiz Review.pdf](#)

Resources

Professional & Student

Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#) software paid through department

[iXL](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

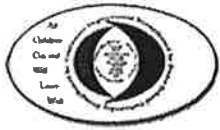
Interdisciplinary Connections

Art



Atlas Version 9.6

© 2020 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Systems of Linear Equations Algebra I Foundations II

Wednesday, October 28, 2020, 3:19PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I
Foundations II > Week 16 - Week 26

Last Updated: Wednesday, October 21, 2020 by Kelly Murphy

Systems of Linear Equations

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Systems of Equations

- Consistent
- Inconsistent
- Unique solution
- Graph

Lens: Systems

Generalizations / Enduring Understandings

Strand 1: Graphical Representation

Concepts:

- Consistent
- Inconsistent
- Unique solution
- Graph

Generalization:

A graph of a system of linear equations identifies a consistent, inconsistent, or unique solution.

Strand 2: Algebraic Representation

Concepts:

- Consistent
- Inconsistent
- Unique solution

Generalization:

A consistent, inconsistent, or a unique solution defines a system of linear equations by algebraic means.

Guiding Questions

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

Factual:

- How is the solution to a system defined? (S1/S2)
- How is a consistent solution represented on a graph? (S1)
- How is an inconsistent solution represented on a graph? (S1)
- How is a unique solution represented on a graph? (S1)
- How is a consistent solution represented algebraically? (S2)
- How is an inconsistent solution represented algebraically? (S2)
- How is a unique solution represented algebraically? (S2)

Conceptual:

- How can inconsistent solutions be determined by inspection? (S1/S2)
- How can consistent solutions be determined by inspection? (S1/S2)
- How can unique solutions be determined by inspection? (S1/S2)
- What is the difference between all real numbers and infinitely many solutions? (S1/S2)
- How do you know when to use which method when solving systems of linear equations? (S1/S2)

Provocative:

- Are systems of equations effectively applicable to everyday life?

Standard(s)*Connecticut Core Standards / Content Standards***CCSS: Mathematics****CCSS: Grade 8****Expressions & Equations****8.EE.C. Analyze and solve linear equations and pairs of simultaneous linear equations.**

8.EE.C.8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

8.EE.C.8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

CCSS: HS: Algebra**Creating Equations****HSA-CED.A. Create equations that describe numbers or relationships.**

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Reasoning with Equations & Inequalities**HSA-REI.C. Solve systems of equations.**

HSA-REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

HSA-REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Mathematical Practice

MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph systems of linear equations
- Solve systems of linear equations algebraically

Critical Content & Skills

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

Students will be able to:

Use a graphing calculator to find intersections.

- Graph systems by hand and identify solutions.

Solve systems using appropriate methods.

- Solve the system of equation by
 - Graphing
 - Substitution
 - Elimination

Write systems of equations to solve applied problems.

- define variables
- write answers in the context of the problem

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[1. solve by graphing warm ups.pdf](#)

[2. Solving Systems by Graphing interactive notebook.pdf](#)

[4. SolvingSystemsofEquationsbySubstitutionFoldable.pdf](#)

[4. substitution warm ups.docx](#)

[5. special cases sub warm ups.docx](#)

[7. sub word probs warm ups.docx](#)

[8.](#)

[SolvingSystemsofEquationsbyEliminationInteractiveNotebookFoldable.pdf](#)

[8. systems elimination warm ups.docx](#)

[Systems of Equations INB.pdf](#)

[Solution Types Foldable.pdf](#)

[Solving systems interactive activity.pdf](#)

Assessments

Systems of Equations Quizzes

Summative: Other written assessments

[3. 2019 solving systems of equations by graphing quiz.pdf](#)

[6. systems of equations by substitution quiz.pdf](#)

[9. elimination quiz.pdf](#)

Reviews for Systems of Equations Quizzes

Formative: Other written assessments

[3. 2019 solving systems of equations by graphing quiz review.pdf](#)

[6. substitution quiz review.pdf](#)

[9. solving systems of equations elimination quiz review.pdf](#)

Resources

Professional & Student

Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#) software paid through department

[iXL](#)

Student Learning Expectation &
21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Business- Choosing a gym (optional)
choosing a gym scaffolded.docx



Atlas Version 9.6

© 2020 Faria Education Group Ltd. All rights reserved. Privacy Policy



Unit Planner: Systems of Linear Inequalities Algebra I Foundations II

Wednesday, October 22, 2020 1:17 PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I
Foundations II > Week 27 - Week 30

Last Updated: Thursday, October 22, 2020
by Charlotte Manos

Systems of Linear Inequalities

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Systems of Linear Inequalities

- Solution region
- Graph

Lens: Systems

Generalizations / Enduring Understandings

Strand 1: Inequalities

Concepts:

- Solution region
- Graph

Generalization:

A graph of a system of linear inequalities identifies the solution region.

Guiding Questions

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

Factual:

- How is the solution to a system defined?
- How is a solution to a system of inequalities represented?

Conceptual:

- How is no solution within a system of inequalities represented?
- How can a system of inequalities whose solution will encompass the entire coordinate plane, be constructed?
- When is it more appropriate to use a system of equations versus inequalities?

Provocative:

- Which type of system, equations or inequalities, is more applicable to everyday life?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Reasoning with Equations & Inequalities

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

CCSS: HS: Modeling

Mathematical Practice

MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph systems of linear inequalities
- Solve systems of linear inequalities

Critical Content & Skills

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

Students will be able to:

Solve systems using appropriate methods.

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.
[Solving Systems of Inequalities Foldable.pdf](#)

<ul style="list-style-type: none"> Solve the system of inequalities by graphing <p>Write systems of inequalities to solve applied problems.</p> <ul style="list-style-type: none"> define variables write answers in the context of the problem 	<p>Warm Ups Systems of Linear Inequalities.pdf</p>
<p>Assessments</p> <p>Systems of Linear Inequalities Quiz Summative: Other written assessments Systems of Linear Inequalities Quiz Review.pdf Systems of Linear Inequalities Quiz.pdf</p>	<p>Resources</p> <p><i>Professional & Student</i> Kuta Infinite Algebra I; Infinite Pre-Algebra software paid through department iXL</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Business Linear Programming.pdf</p>





Unit Planner: Relations and Functions

Algebra I Foundations II

Wednesday, October 28, 2020, 3:21PM

Newtown High School > 2020-2021 > Grade 10 > Mathematics > Algebra I Foundations II > Week 31 - Week 38

Last Updated: Thursday, October 22, 2020
by Charlotte Manos

Relations and Functions

Guarino, Megan; Hall, Eugene; Manos, Charlotte; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Functions

- paired data
- continuous
- discrete
- input
- output
- functions
- relations
- domain
- range

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Relations

Concepts:

- relations
- functions
- paired data
- continuous
- discrete
- domain
- range

Generalization: Paired data creates a variety of continuous or discrete relations or functions. Domain and range describe the nature of a relation.

Strand 2: Function Notation

Concepts:

- input
- output
- domain
- range

Guiding Questions

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

Factual:

- What is a function? (S1)
- What is a relation? (S1)
- What is function notation? (S2)
- What is the domain/range of a relation? (S1)
- What is continuous/discrete? (S1)

Conceptual:

- How can we tell if a relationship is a function from multiple representations? (S1)
- Explain the difference between a relation and a function. (S1)
- How do the graphs of different functions vary? (S1)
- How are the input/outputs related to domain/range? (S2)
- How do you evaluate the output of a function given an input? (S2)
- How do you solve for the input of a function given

Generalization: Connect input/output to domain/range using the graph and equation of a function.

the output? (S2)

- When is a function not reliable in modeling some real-world situations? (S1/S2)

Provocative:

- Are functions reliable in modeling some real-world situations? (S1/S2)
- Are functions used to make predictions and are they reliable? (S1/S2)
- Are functions used to solve problems? When might a function not help solve a problem? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Interpreting Functions

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

HSF-IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

HSF-IF.A.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Interpret functions in applications
- Represent relations using different methods
- Identify domain/range
- Evaluate using function notation

Critical Content & Skills

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

Students must be able to:

Interpret and state the domain/range

- Given a relation, identify the domain/range.

Evaluate functions in varied problem situations

- Given the equation, determine the domain and range.
- Given the graph, evaluate for a specific value.
- Given the domain/range within an application, interpret the domain/range in a sentence.

Model relations using different methods

- Represent a relation using a mapping diagram, table, ordered pairs, and graph.
- Given a relation, identify whether it is a function.
- Given a relation, identify whether it is representing discrete/continuous data.

Determine function values

- Using function notation, determine input/output values.

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activity for an interactive notebook.

Optional activity using pegboard to practice graphing lines and restricting domain.

Optional Is it a relation/Function activity including Domain and Range.

[Domain and Rnge Foldable.pdf](#)

[linear domain restrictions on Pegboard.pdf](#)

[1. Relation DR Blank.pdf](#)

[functions warm ups.docx](#)

Assessments

Functions Quiz

Resources

Professional & Student

<p>Summative: Other written assessments Functions quiz.docx Functions Quiz Review Formative: Other written assessments Functions quiz review.docx</p>	<p>Kuta Infinite Algebra I; Infinite Pre-Algebra software paid through department iXL</p>
<p>Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections Science 7. Activity 3.3.4 Hot Air Balloon.docx</p>





Unit Planner: Exponential Functions Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra I
Foundations III > Week 1 - Week 12

Last Updated: Today by Charlotte Cavataro

Exponential Functions

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Exponential Functions

- Exponential growth
- Exponential decay
- Compound interest
- Growth
- Decay
- Exponential expressions
- Properties of exponents

Lens: Patterns

Generalizations / Enduring Understandings

Strand 1: Properties

Concepts:

- Exponential expressions
- Properties of exponents

Generalization: Properties of exponents simplify exponential expressions.

Strand 2: Graphing

Concepts:

- Exponential growth
- Exponential decay

Generalization: Exponential functions model both growth and decay applications.

Strand 3: Applications

Concepts:

- Compound interest
- Growth

Guiding Questions

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

Factual:

- What do the parameters of exponential function represent on a graph? (S2)
- What operations are used to simplify exponential expressions? (S1)
- How are numbers less than one represented using exponents? (S1/S2)
- What are the keywords that signify an exponential growth/decay situation? (S3)
- What is the compound interest formula? (S3)
- What is a half-life? (S3)
- What field of science uses exponential growth or decay the most and in what applications? (S2/S3)

Conceptual:

- How does growth compare to decay on a graph? (S2)
- When and why does the order matter for properties of exponents when simplifying

- Decay

Generalization: Exponential function model real-world applications including compound interest, growth, decay.

exponential expressions? (S1)

- How is linear growth different from exponential growth? (S2/S3)

Provocative:

- Are there certain fields of science that benefit more than others from using exponential growth or decay? (S2/S3)
- Is exponential growth or decay important in sciences? Why or why not?(S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1. Interpret expressions that represent a quantity in terms of its context.

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

HSA-SSE.B.3c. Use the properties of exponents to transform expressions for exponential functions.

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CCSS: HS: Functions

Linear, Quadratic, and Exponential Models

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

HSF-LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

HSF-LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

HSF-LE.A.1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

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

HSF-LE.A.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

HSF-LE.B. Interpret expressions for functions in terms of the situation they model.

HSF-LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph exponential functions
- Model exponential applications
- Apply properties of exponents

Critical Content & Skills

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

Students will be able to:

Graph and analyze exponential functions

- Graph exponential functions
- Identify parameters of given exponential function
- Write the exponential function given a graph

Model exponential applications both graphically and algebraically

- Given an application, write the exponential function and solve
- Represent the application on a coordinate plane and solve
- Define variables, write the answer in the context of the problem

Simplify exponential expressions

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[Exponent Rules Foldable book.pdf](#)

[Exponent Rules Warm Ups.pdf](#)

[Graphing Exponential Functions Warm Ups.pdf](#)

- Apply the properties of exponential expressions including
 - product of powers
 - power of a power
 - quotient of powers
 - zero exponents
 - negative exponents

Assessments

- [11. exp functions quiz.docx](#)
- [11. exp functions review.docx](#)

Resources

Professional & Student
 Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#); [Infinite Algebra II](#) software paid through department
[iXL](#)

Student Learning Expectation & 21st Century Skills

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

Interdisciplinary Connections

Science
Business
[10. Zombie Simulation Growth.docx](#)





Unit Planner: Fundamentals of Polynomials Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra
I Foundations III > Week 13 - Week 15

Last Updated: Wednesday, October 21, 2020 by Megan Guarino

Fundamentals of Polynomials

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Polynomials

- Number of terms
- Degree
- Standard form

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Fundamentals of polynomials

Concepts:

- Number of terms
- Degree
- Standard form

Generalization: Polynomial expressions can simplify to standard form.

The number of terms and degree classify a polynomial.

Guiding Questions

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

Factual:

- How are polynomial expressions classified?
- What is the standard form of a polynomial expression?

Conceptual:

- How does the classification of the polynomial correspond to the degree of the function?
- How are operations used to put polynomials expressions into standard form?

Provocative:

- Can polynomials effectively be used in the real world?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Arithmetic with Polynomials & Rational Functions

HSA-APR.A. Perform arithmetic operations on polynomials.

HSA-APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Classify polynomials
- Simplify polynomials

Critical Content & Skills

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

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.
Optional foldable activities for an interactive notebook.

<p>Identify degree and number of terms to classify polynomials.</p> <ul style="list-style-type: none"> • Name polynomial based on the degree • Name polynomial based on the number of terms • Simplify and rewrite polynomial in standard form 	<p><u>0. Notes-Adding & Subtracting Polynomials Packet-Foundations.pdf</u> <u>Polynomial Naming and combining like terms warm up.pdf</u></p>
<p>Assessments</p> <p><u>3. polynomials quiz.pdf</u> <u>3. polynomials quiz review.pdf</u></p>	<p>Resources</p> <p><i>Professional & Student</i> <u>Kuta Infinite Algebra I; Infinite Pre-Algebra; Infinite Algebra II</u> software paid through department <u>iXL</u></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>	<p>Interdisciplinary Connections</p> <p>Determine where a polynomial can be used in various careers.</p>





Unit Planner: Factor Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra I
Foundations III > Week 16 - Week 30

Last Updated: Today by Charlotte
Cavataro

Factor

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Factor

- Factor
- Algebraic Expressions
- Polynomial

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Factor polynomials

Concepts:

- Factor
- Algebraic Expressions
- Polynomial

Generalization: Factor algebraic expressions to change the form of a polynomial.

Guiding Questions

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

Factual:

- What are the different methods of factoring?
- What is a greatest common factor?
- What is an unfactorable expression called?
- What are the special cases in factoring?

Conceptual:

- What indicates the most efficient method of factoring a polynomial expression?
- How are factoring and solving related?

Provocative:

- Can factoring be modeled in real world applications?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 5

Number & Operations—Fractions

5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.B.5a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

CCSS: Grade 6

The Number System

6.NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.

6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

Expressions & Equations

6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.A.2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

CCSS: Grade 7

Expressions & Equations

7.EE.A. Use properties of operations to generate equivalent expressions.

7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

CCSS: HS: Functions

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will...

- Factor polynomials

Critical Content & Skills

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

Students will be able to...

Factor polynomials

- Factor polynomials by
 - Greatest common factor
 - Grouping
- Factor quadratics by
 - Greatest common factor
 - the difference of perfect squares
 - perfect square trinomial
 - split the middle term/guess and check

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[GCF and Factor foldable.pdf](#)

[Factoring Warm ups.pdf](#)

[Multiply Binomial Foldable.pdf](#)

Assessments

[4. Factor by GCF mini quiz.pdf](#)

[5. Factoring Trinomials Mini Quiz.pdf](#)

[6. Factoring Trinomials w GCF mini quiz.pdf](#)

Resources

Professional & Student

Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#); [Infinite Algebra II](#) software paid through department

[iXL](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Science





Unit Planner: Quadratics Algebra I Foundations III

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Algebra I
Foundations III > Week 31 - Week 38

Last Updated: Today by Kelly
Murphy

Quadratics

Cavataro, Charlotte; Guarino, Megan; Hall, Eugene; Murphy, Kelly; Oliveri, Danielle; Raccio, Keristen

- [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

Concept: Quadratics

- Standard form
- Factor
- Vertex
- Axis of Symmetry
- Extrema
- Solution(s)
- Graphical representation
- Algebraic means

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Graph quadratics

Concepts:

- intercepts
- vertex
- axis of symmetry
- extrema

Generalization: Intercepts, vertices, the axis of symmetry, and extrema construct quadratic graphs.

Strand 2: Solve quadratics

Concepts:

- Solution(s)
- Graphical representation
- Algebraic means

Generalization: Graphical and algebraic means determine the solution(s) to quadratic functions.

Guiding Questions

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

Factual:

- What are the different forms of a quadratic function? (S1)
- What methods are used to solve quadratic equations? (S2)
- What is the vertex? (S1)
- What are the intercepts? (S1)
- What is the axis of symmetry? (S1)
- How are solutions represented on a graph? (S3)

Conceptual:

- When are the different methods for solving quadratic equations used? (S2)
- How do the parameters of the quadratic affect the graph of the curve? (S1)
- How are factoring and solving related? (S2)

Provocative:

- Are quadratic functions an accurate way to model

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics**CCSS: HS: Algebra****Seeing Structure in Expressions****HSA-SSE.B. Write expressions in equivalent forms to solve problems.**

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

Creating Equations**HSA-CED.A. Create equations that describe numbers or relationships.**

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Reasoning with Equations & Inequalities**HSA-REI.B. Solve equations and inequalities in one variable.**

HSA-REI.B.4. Solve quadratic equations in one variable.

HSA-REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

CCSS: HS: Functions**Interpreting Functions****HSF-IF.C. Analyze functions using different representations.**

HSF-IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF-IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Linear, Quadratic, and Exponential Models**HSF-LE.A. Construct and compare linear and exponential models and solve problems.**

HSF-LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

CCSS: HS: Modeling**Mathematical Practice****MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Recognize and solve quadratics
- Graph quadratics

Critical Content & Skills

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

Students will be able to:

Recognize and solve a quadratic function

- Solve quadratic functions by
 - graphing
 - factoring
 - quadratic formula
 - square roots

Analyze graphs of quadratic functions

- List critical information given a graph
- Graph given critical information
- Graph quadratic from standard form
- Graph quadratic from vertex form

Core Learning Activities

Optional warm ups designed to follow each topic of the unit, to be used as a pacing or leveled guide.

Optional foldable activities for an interactive notebook.

[Graphing in Standard and Vertex form Foldable Book.pdf](#)

[Solve by Quad Form Foldable.pdf](#)

[Solving Quadratics Warm ups.pdf](#)

Assessments

Other written assessments

[7.1 Graphing Parabolas Quiz.pdf](#)

[6. Factoring Quiz modified.pdf](#)

Resources

Professional & Student

Kuta [Infinite Algebra I](#); [Infinite Pre-Algebra](#); [Infinite Algebra II](#) software paid through department [iXL](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Science

Business

[Force of Gravity interacting w varying situations Word Prob.pdf](#)



Atlas Version 9.6