

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on October 21, 2014 at 6:45 p.m. in the council chambers, 3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair (7:53 p.m.)	L. Gejda
K. Hamilton, Secretary	5 Staff
D. Leidlein	10 Public
J. Vouros	2 Press
D. Freedman	
M. Ku	

Item 1 – Call to Order

Mr. Alexander called the meeting to order at 6:47 p.m.

MOTION: Mr. Freedman moved that the Board of Education go into executive session and invited Dr. Gejda, Mr. Bienkowski and Dr. Erardi for the purposes of litigation with transportation contracted services, contract considerations pertaining to NFT and NASA, an update on nurses negotiations and an update on school safety and security. Gino Faiella and Mark Pompano were invited in for the school safety and security executive session at approximately 7:10 p.m. Mr. Vouros seconded. Motion passes unanimously.

Item 2 – Executive Session

Item 3 – Public Session/Pledge of Allegiance

Item 4 – Consent Agenda

MOTION: Mrs. Roche moved that the Board of Education approve the consent agenda which includes the minutes of October 7, 2014, the high school band field trip, the donation of 10 Toshiba Laptops to Newtown High School from Ingersoll Auto of Danbury, and the correspondence report. Mr. Vouros seconded. Ms. Hamilton asked to remove the minutes of October 7, 2014. Vote without the minutes: Motion passes unanimously.

Item 5 – Public Participation

Item 6 – Reports

Chair Report: Mr. Alexander thanked Mrs. Ku for joining Ms. Hamilton on the paraeducator negotiations.

Superintendent's Report: Dr. Erardi included the TEAM cost analysis that was requested at the previous meeting. Last evening the Rotary Club resumed their monthly celebrations recognizing a middle school and a high school student of the month. The informational meeting for the public on the school based health center will be held in the middle school auditorium at 7:00 PM on October 30. A community forum will be held November 11 at 7:00 p.m. in the high school cafeteria.

Committee Reports: Mrs. Leidlein said at the technology meeting they discussed students bringing their own devices to school and testing. Two desktop labs were added at the Reed and middle schools. There was a discussion about how we were going to evaluate equipment for obsolescence.

Ms. Hamilton said the policy committee finished the first series. The Board will vote at the November 5 meeting.

Mrs. Ku said the curriculum and instruction meeting discussed high school class size and the courses being offered there.

Financial Report:

MOTION: Ms. Hamilton moved that the Board of Education approve the financial report and transfers for the month ending September 30, 2014. Mr. Freedman seconded.

Mr. Bienkowski gave an overview of the financial report.

Ms. Hamilton asked if we applied any reimbursements we may get to the special education costs for out of district tuition.

Mr. Bienkowski said out of district tuition will receive excess cost grant funding but the calculation takes place in December.

Motion passes unanimously.

Item 7 – Old Business

High School Auditorium Project:

Dr. Erardi stated that Kaestle Boos had prepared a report which included current information which changed over time. The original conversation was that we were going to own this as a maintenance project. Because the scope of the work grew it went to the Public Building and Site Commission which will have oversight for the project. The projected timeline is for a mid-June launch to finish in December.

Mr. Alexander said that at our last meeting we made a request for a special appropriation to the Board of Finance. Based on the likelihood of not being able to complete on that schedule we should put it on the CIP for the 2015-16 year and make the appropriation on July 1 starting the project six months later it would be fully funded and would start in January.

Mr. Freedman asked if there were additional costs if we move out six months.

Dr. Erardi stated that the safety concern has been marginalized because we are not using unsafe equipment and renting equipment which costs \$20,000 to \$30,000 per year. He recommends starting an auditorium reserve account. Regarding additional costs, escalation costs are just under \$200,000. The project would start January 1. We should hold with the number we have and be supported by the Board of Finance and Legislative Council to bid the project.

Mr. Freedman suggested that he and Ms. Hamilton be part of the relationship with the Public Building and Site Commission.

Dr. Erardi stated that group is working in partnership with us and will welcome working with our subcommittee and Mr. Faiella. Regarding phasing the project that would not be an option because it would be more costly.

Ms. Hamilton asked if Mr. Alexander had spoken to the Board of Finance and Legislative Council on what path they might take.

Mr. Alexander said the Board of Finance is happy to not include our motion at their meeting and instead receive our request for the \$3.6M to go on the CIP. It would become part of the budget.

Mr. Vouros asked if the project increases by \$200,000 do they have the right to tell us that they won't fund it.

Dr. Erardi said there is a partnership with the state because there will be a reimbursement. Value engineering takes place to make the project work for the given amount. If the project changes in complexity there will be a recommendation for additional funds for completion. He believes the \$3.6M will take care of this project.

Mr. Vouros was concerned about how this work will affect the operation of the high school. Mrs. Ku said either way there will be concerts that won't be able to be held in the school.

Dr. Erardi said that because of insight from the Public Building and Site Commission the project is longer than six months. We will miss spring concerts in year 2016 so they will be moved to another location.

Mr. Alexander stated that we needed to rescind the request to the Board of Finance and also update the CIP.

Mrs. Leidlein preferred to wait until the next meeting so we have an updated CIP.

Ms. Hamilton was concerned about the timing to get the CIP complete as the Board of Finance was meeting Thursday.

Mrs. Roche felt we should vote tonight.

Dr. Erardi said you could rescind a motion tonight.

MOTION: Ms. Hamilton moved to rescind the request on October 7, 2014 requesting a special appropriation of \$3.6M for the Newtown High School auditorium project. Mrs. Roche seconded. Vote: 6 ayes, 1 nay (Mrs. Ku) Motion passes.

MOTION: Ms. Hamilton moved to amend our request for the 2015-2016 Capital Improvement Plan to include a request for \$3.6M for the Newtown High School auditorium project to be placed in year one of the CIP. Mrs. Roche seconded.

Mrs. Leidlein was not against this but concerned that it wasn't noticed on the agenda that we were going to amend our CIP.

Mr. Alexander spoke to Floyd Dugas who said we could do these and also bring up motions at a regular meeting. (see attachment)

Motion passes unanimously.

Item 8 – New Business

Middle School Field Trip to Quebec:

MOTION: Mrs. Roche moved that the Board of Education approve the middle school field trip to Quebec. Mr. Vouros seconded.

Dr. Erardi introduced Stephanie Johnson who was coordinating this trip. She said the trip was the same as taken by the previous teacher.

Motion passes unanimously.

Interscholastic Sports Update 2014-2015:

Lorrie Rodrigue presented the report on the high school athletics program with Gregg Simon. Mr. Simon spoke about how the department can grow with the request for additional sports. Ice hockey has been funded. Gymnastics is self-funded. There are many girls interested in girls' golf. He was also approached for boys' volleyball which would have to be funded by parents. He is looking for guidance from board and asked that they create a process where more sports will be funded by the board.

Dr. Erardi will be sending the Board items for deliberation on these requests. We should create a process to consider such requests.

Mrs. Ku asked if there were programs that were dwindling or if there was more participation. Mr. Simon said they are not dwindling. Overall there are many students who want to be involved.

Dr. Erardi stated that when the information is reviewed with Mr. Bienkowski and Dr. Gejda there will be a conversation with Mrs. Rodrigue and Mr. Simon to see where those requests fit into the picture for Newtown High School.

Curriculum:

Dr. Gejda said the curriculum and instruction subcommittee been busy reviewing the middle school social studies curriculum and two electives at the high school.

Mr. SanAngelo stated that this was the first major revision for social studies at the middle school. These have incorporated the common core and will incorporate state standards in the future.

Dr. Gejda commented on the Latin American studies and African studies which are course electives at the school.

2015-2017 School Calendars:

Dr. Erardi hopes to take action before the December break. We are looking for feedback from various groups and will bring them back to the Board. He would like the Board to take action on both calendars. These calendars went to union presidents, PTA presidents and building administrators.

Mrs. Ku asked about the regional calendar.

Dr. Erardi said we have responsibility for next year. The following year there will be some commonalities through local school boards and would bring that to the next meeting.

Minutes of Oct. 7, 2014:

Mrs. Roche moved that the Board of Education approve the minutes of October 7, 2014.

Mr. Vouros seconded. Ms. Hamilton requested a change on page 5, third paragraph from the bottom, second to last sentence to be changed to read, "The \$3.6M bonding has to be agreed upon." Motion passes unanimously

Item 9 – Public Participation

Caryn Holden, Berkshire Road, asked if this project would have any impact on the NEASC inspection.

Dr. Erardi was not worried about that as long as we can tell them that there was a funding stream in place for the work to start January 2016.

MOTION: Mrs. Roche moved to adjourn. Mr. Freedman seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:30 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

From: "Alexander, Keith" <alexanderk_boe@newtown.k12.ct.us>
Subject: Rescinding
Date: October 20, 2014 at 4:50:06 PM EDT
To: Newtown BOE <NewtownBOE@newtown.k12.ct.us>
Reply-To: alexanderk_boe@newtown.k12.ct.us

Hello Board Members,

Tomorrow morning, Joe will be getting a legal opinion on what steps we might take if we consider a change to the motion of our last meeting referring to the High School Auditorium Renovations.

Unless we choose to leave the prior motion in place, it is possible that we may need to "rescind" our previous motion. The Robert's Rules around this look like it should be a simple majority vote since we will all be there. Our "Possible Action" on the project should cover the rescind as well as other motions we may need to make.

If you have questions about this, please respond directly to me as this email cannot become an online meeting.

Motion from last meeting (from 10-7-14 minutes):

High School Auditorium Project:

MOTION: Mrs. Leidlein moved that the Board of Education, in accordance with the Town of Newtown's Charter Section (6-30), a)&b), request a special appropriation of \$3,600,000 for the Newtown High School auditorium project. This amount is included in the currently approved CIP for the Board of Education for the 2014-2015 and 2015-2016 fiscal years and should be funded by bonding. Mr. Vouros seconded.

Motion passes unanimously.

Robert's Rules (from <http://www.robertsrules.org/>)

37. Rescind, Repeal, or Annul. Any vote taken by an assembly, except those mentioned further on, may be rescinded by a majority vote, provided notice of the motion has been given at the previous meeting or in the call for this meeting; or it may be rescinded without notice by a two-thirds vote, or by a vote of a majority of the entire membership. The notice may be given when another question is pending, but cannot interrupt a member while speaking. To rescind is identical with the motion to amend something previously adopted, by striking out the entire by-law, rule, resolution, section, or paragraph, and is subject to all the limitations as to notice and vote that may be placed by the rules on similar amendments. It is a main motion without any privilege, and therefore can be introduced only when there is nothing else before the assembly. It cannot be made if the question can be reached by calling up the motion to reconsider which has been previously made. It may be made by any member; it is debatable, and yields to all

privileged and incidental motions; and all of the subsidiary motions may be applied to it. The motion to rescind can be applied to votes on all main motions, including questions of privilege and orders of the day that have been acted upon, and to votes on an appeal, with the following *exceptions*: votes cannot be rescinded after something has been done as a result of that vote that the assembly cannot undo; or where it is in the nature of a contract and the other party is informed of the fact; or, where a resignation has been acted upon, or one has been elected to, or expelled from, membership or office, and was present or has been officially notified. In the case of expulsion, the only way to reverse the action afterwards is to restore the person to membership or office, which requires the same preliminary steps and vote as is required for an election.

--Keith

Administrative Report

October 21, 2014

- | | |
|-------------------------------|------------------------------------|
| 1. Board Request: | TEAM Cost Analysis |
| 2. Rotary Partnership | |
| 3. School Based Health Center | Thursday, October 30 th |
| 4. Community Forum | Tuesday, November 11 th |


10/21/14

TEAM UPDATE October 15, 2014

YEAR I	YEAR II	Cost for Mentors: 24 @ \$1000.
10		\$10,000.00
	14	\$14,000.00

TEAM Paper Reviewers

Total Number of Papers to Review 2014-2015	Total TEAM Reviewers: 23
62	\$1860.00

**Newtown Currently has 172 active mentors within the district
This past year we had 11 teachers apply to become mentors and are currently attending training**



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Kurt Eckhardt Date: 8/12/14

Other Staff Involved: Chris Caeley

Date of Proposed Field Trip: 10/31/14-11/2/14

Class/Group Involved: NHS Band and Guard

Number of Students Scheduled to Make Trip: 133

Other Adults (non-teachers) Chaperoning the Trip (list names): Bob Findley, Michele Liscio, Janos Peregely, Vidal Orduz, Tori Whittington, Dave Brush and 10 more TBD

Destination: Annapolis, MD

Place and Time of Departure: NHS 10am 10/31/14

Estimated Time of Return: 6pm 11/2/14

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): Will Arrange

Estimated Cost of Transportation: \$8000.00 - we will arrange for buses

Estimated Cost per Student: Built into Participation Fee

Other Information: Participation in US Bands Regional Competition at the U.S. Navy Academy Stadium

PRINCIPAL APPROVAL BY SIGNATURE: J. Rodriguez DATE: _____

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____

_____ Miles @ _____ per mile = _____

Minimum Charge: _____

Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____

Confirmed by: _____ Recorded in Book: _____

October 3, 2014

TO: Dr. Joseph Erardi

FROM: Lorrie Rodrigue

L. Rodrigue

Please accept the donation of 10 Toshiba Laptops from Ingersoll Auto of Danbury to Newtown High School. The laptops will be used by students who do not have use of technology at home. This is the third year that Newtown High School will benefit from this program. This is a very generous gift to the Newtown High School community. Thank you.

Encl

Satellite C50D-A Detailed Product Specification¹

Model Name: C50D-AST2NX1	Part Number: PSCHWU-00M00E	UPC: 022265528877
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Operating System ^{¶1 2}

- Windows 8

Processor³ and Graphics⁴

- AMD Dual-Core E1-1200 Accelerated Processor with AMD Radeon™ HD 7310 Graphics
 - 1.4 GHz, 1MB Cache
 - AMD A68M Chipset

Memory⁵

- 2 main memory slots. (16GB Max), effective working speed is 1066MHz
 - 4GB DDR3 1066MHz = 4GB x 1

Storage Drive⁶

- 500GB (5400 RPM) Serial ATA hard disk drive

Fixed Optical Disk Drive⁷

- DVD SuperMulti drive supporting 11 formats
 - Maximum Read speed and compatibility: CD-ROM (24x), CD-R (24x), CD-RW (16x), DVD-ROM (8x), DVD-R (8x), DVD-R DL (6x), DVD-RW (6x), DVD+R (8x), DVD+R DL (6x), DVD+RW (8x), DVD-RAM (5x)

Display⁸

- 15.6" diagonal widescreen TruBrite® TFT display at 1366 x 768 native resolution (HD)
 - Native support for 720p content
 - 16:9 aspect ratio
 - LED backlit

Sound

- Built-in stereo speakers
- DTS Sound™

Input Devices

- Standard Keyboard with 10 key (black)
- Touch pad pointing device with multi-touch control

Communications

- HD webcam with microphone
- 10/100 Ethernet
- Wi-Fi® Wireless networking (802.11b/g/n)⁹ + Bluetooth 4.0

Expandability

- Memory Card Reader
 - Secure Digital, SDHC, SDXC, miniSD, microSD, Multi Media Card (shared slot; may require adapter for use)

Ports

- Video
 - RGB
 - HDMI[®]
- Audio
 - Microphone input port
 - Headphone output port
- Data
 - 2 USB v2.0 ports+1 USB V3.0 port¹⁰
 - RJ-45 LAN port
- Security
 - Slot for Security Lock

Physical Description

- Satin Black in Trax Horizon
- Dimensions (W x D x H Front/H Rear): 14.96" x 9.53" x 1.27"/1.39" with feet
- Weight: Starting at 5.3 lbs, depending upon configuration¹¹

Power

- 45W (19V 2.37A) 100-240V/50-60Hz AC Adapter
- Dimensions (W x H x D): 3.7" x 1.7" x 1.1"

- Weight: starting at 0.45 lbs.

Battery¹²

- 6 cell/48Wh Lithium Ion battery pack

Software ^{¶1 13}

- Toshiba Software and Utilities
 - TOSHIBA App Place[®]
 - TOSHIBA BookPlace™
 - TOSHIBA Bluetooth Stack for Windows
 - TOSHIBA eco Utility™
 - TOSHIBA HDD Protection
 - TOSHIBA HW Setup Utility
 - TOSHIBA Media Player by sMedio Truelink+
 - TOSHIBA Recovery Media Creator
 - TOSHIBA Service Station
 - TOSHIBA Start
 - TOSHIBA Resolution+ Plug-in for Windows for Media Player¹⁴
 - TOSHIBA Video Player
- Third-party Software
 - Internet Explorer[®] 10
 - Norton™ PC Checkup
 - Origin powered by EA Game Console
 - WildTangent[®] Games Console
 - DTS Sound™
- Special Offers and Trial Software
 - Norton™ Internet Security (30-day trial subscription)
 - 1 month trial for new Office 365 customers¹⁵
 - Norton™ Online Backup (30-day Trial)
 - Norton™ Anti-Theft (30-day Trial)

1 YEAR STANDARD LIMITED WARRANTY¹⁶

Environmental Specifications

- This product is RoHS¹⁷ compatible
- ENERGY STAR[®] Qualified
- EPEAT[®] Gold Rated

	Operating	Non-operating
Temperature ¹⁸	5° to 35° C	-20° to 60° C
Thermal Gradient	15° C per hour (max)	20° C per hour (max)
Relative Humidity (non-condensing)	20% to 90%	10% to 95%
Altitude (relative to sea level)	0 to 10,000 meters	0 to 40,000 meters
Shock	10G	60G
Vibration	0.5G	1.0G

Service Upgrades and Extensions

Toshiba offers many different enhanced services such as SystemGuard[®], On-Site Repair, and ServiceExpress to provide additional support to your notebook PC. For a full description and complete list of programs and program terms and conditions, please visit www.support.toshiba.com.

Accessories

For additional and most updated accessories, please visit www.accessories.toshiba.com

Memory Upgrade

Part Number	Description
PA5037U-1M2G	Toshiba PC3-12800 DDR3-1600MHz Memory, 2GB
PA5037U-1M4G	Toshiba PC3-12800 DDR3-1600MHz Memory, 4GB
PA5037U-1M8G	Toshiba PC3-12800 DDR3-1600MHz Memory, 8GB

Power

TOSHIBA

This product specification is variable and subject to change prior to product launch.

Part Number	Description
PA5044U-1ACA	Toshiba 45W Global AC Adaptor
PA5025U-1BRS	Toshiba Primary Li ION Battery Pack (6 Cell, 67Wh)

Expansion

Part Number	Description
PA5082U-1PRP	dynadock V3.0 Universal USB 3.0 Docking Station
PA3927U-1PRP	dynadock U3.0 Universal USB 3.0 Docking Station

Carrying Case

Part Number	Description
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PA1463U-1SP6	Toshiba 16" Metropolitan Carrying Case (Fits up to 16")
PA1452U-1BS6	Toshiba 16" Extreme Backpack (Fits up to 16")

Bluetooth

Part Number	Description
PA3847U-1ETB	Toshiba Bluetooth Laser Mouse, Gloss Black
PA3847U-1ETC	Toshiba Bluetooth Laser Mouse, Magnesium Black

Subject to Change

While Toshiba has made every effort at the time of publication to ensure the accuracy of the information provided herein, product specifications, configurations, prices, system/component/options availability are all subject to change without notice. For the most up-to-date product information about your computer, or to stay current with the various computer software or hardware options, visit Toshiba's Web site at <http://www.support.toshiba.com>

Return Policy

Notwithstanding anything to the contrary in any third party License Agreement or product documentation supplied with your PC, Toshiba America Information Systems, Inc. ("TAIS") does not accept the return of component parts, or bundled software, that have been removed from the PC system. Pro-rata refunds on individual PC components or bundled software, including the operating system, will not be granted. If you wish to return a complete PC system, contact the TAIS dealer where you purchased the product, and comply with the dealer's standard return policies and procedures.

Toshiba America Information Systems, Incorporated ("TAIS")
9740 Irvine Boulevard
Irvine CA 92618

ToshibaDirect website: <http://www.toshibadirect.com>

TAIS website for resellers: <http://sell.toshiba.com>

TAIS PC Support website: <http://support.toshiba.com>

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^{C1} **64-bit computing:**

64-bit computing requires that the following hardware and software requirements are met:

- 64-bit Operating System
- 64-bit CPU, Chipset and BIOS (Basic Input/Output System)
- 64-bit Device drivers
- 64-bit applications

Certain device drivers and/or applications may not be compatible with a 64-bit CPU and therefore may not function properly. See "Detailed Specs" for more information.

¹ **Product Series Legal Footnote.** The product specifications and configuration information are designed for a product Series. Your particular model may not have all the features and specifications listed or illustrated. For more detailed information about the features and specifications on your particular model, please visit Toshiba's Web site at pcsupport.toshiba.com.

Product Offering Legal Footnote. Toshiba America Information Systems, Inc. reserves the right to modify or withdraw this offer at anytime without notice

² **Operating System.**

Also see **64-Bit Computing** Legal Footnote, if applicable.

Certain Microsoft® software product(s) included with this computer may use technological measures for copy protection. IN SUCH EVENT, YOU WILL NOT BE ABLE TO USE THE PRODUCT IF YOU DO NOT FULLY COMPLY WITH THE PRODUCT ACTIVATION PROCEDURES. Product activation procedures and Microsoft's privacy policy will be detailed during initial launch of the product, or upon certain reinstallations of the software product(s) or reconfigurations of the computer, and may be completed by Internet or telephone (toll charges may apply).

Some software may differ from its retail version (if available), and may not include user manuals or all program functionality.

Offers. Offer terms, duration and product availability all subject to change without notice

³ **Processor (Central Processing Unit).** Also see **64-Bit Computing** Legal Footnote, if applicable.

CPU performance in your computer product may vary from specifications under the following conditions:

1. use of certain external peripheral products
2. use of battery power instead of AC power
3. use of certain multimedia, computer generated graphics or video applications
4. use of standard telephone lines or low speed network connections
5. use of complex modeling software, such as high end computer aided design applications

6. use of several applications or functionalities simultaneously
7. use of computer in areas with low air pressure (high altitude >1,000 meters or >3,280 feet above sea level)
8. use of computer at temperatures outside the range of 5°C to 30°C (41°F to 86°F) or >25°C (77°F) at high altitude (all temperature references are approximate and may vary depending on the specific computer model – please visit the Toshiba website at www.pcsupport.toshiba.com for details).

CPU performance may also vary from specifications due to design configuration.

Under some conditions, your computer product may automatically shut-down. This is a normal protective feature designed to reduce the risk of lost data or damage to the product when used outside recommended conditions. To avoid risk of lost data, always make back-up copies of data by periodically storing it on an external storage medium. Use your computer product only under recommended conditions. Read additional restrictions under "Environmental Conditions" in your product "Detailed Specs." Contact Toshiba Technical Service and Support for more information.

⁴ **Graphics (Graphics Processing Unit).** GPU performance may vary depending on product model, design configuration, applications, power management settings and features utilized. GPU performance is only optimized when operating in AC power mode and may decrease considerably when operating in battery power mode.

Total Available Graphics Memory is the total of, as applicable, Dedicated Video Memory, System Video Memory and Shared System Memory. Shared System Memory will vary depending on system memory size and other factors.

⁵ **Memory (Main System).** Part of the main system memory may be used by the graphics system for graphics performance and therefore reduce the amount of main system memory available for other computing activities. The amount of main system memory allocated to support graphics may vary depending on the graphics system, applications utilized, system memory size and other factors. Computers configured with a 32-bit operating system can address up to 3GB of system memory. Only computers configured with a 64-bit operating system can address 4 GB or more of system memory.

⁶ **Storage Drive**

Computer (Internal) HDD Capacity. One Gigabyte (GB) means 109 = 1,000,000,000 bytes and One Terabyte (TB) means 1012 = 1,000,000,000,000 bytes using powers of 10. The computer operating system, however, reports storage capacity using powers of 2 for the definition of 1 GB = 230 = 1,073,741,824 bytes and 1TB = 240 = 1,099,511,627,776 bytes, and therefore shows less storage capacity. Available storage capacity will also be less if the computer includes one or more pre-installed operating systems, such as Microsoft Operating System and/or pre-installed software applications, or media content. Actual formatted capacity may vary.

⁷ **Optical Drive.** Due to manufacturing and quality variations in third party optical media (e.g., CD or DVD) or optical media players/recorders, in certain cases, your Toshiba optical drive may not record on certain optical media that bear the applicable logo, or playback optical media recorded by other PCs or optical media recorders. Additionally, certain optical media recorded on your optical drive may not playback or operate properly on other PCs or optical media players. These problems are not due to any defect in your Toshiba PC or optical drive. Please refer to your PC's product specification for listing of specific format compatibilities.

Recording or viewing of certain optical media may be limited or prevented in accordance with applicable copy protection standards.

⁸ **Display.** Small bright dots may appear on your screen display when you turn on your PC. Your display contains an extremely large number of thin-film transistors (TFT) and is manufactured using high-precision technology. Any small bright dots that may appear on your display are an intrinsic characteristic of the TFT manufacturing technology. Over a period of time, and depending on the usage of the computer, the brightness of the screen will deteriorate. This is also an intrinsic characteristic of the screen technology. When the computer is operated on battery power, the screen with dim and you may not be able to increase the brightness of the screen while on battery power.

⁹ **Wireless** May require purchase of additional software, external hardware, or services. Transmission speeds may vary. Certain optional features within the wireless-n specifications (if available on your system) may not be supported.

¹⁰ **USB 3.0.** 5Gbps is the maximum theoretical interface transfer rate per the specifications of the Universal Serial Bus 3.0. Actual transfer rate will vary depending on your system configuration and other factors.

¹¹ **Weight.** Weight may vary depending on product configuration, vendor components, manufacturing variability and options selected.

¹² **Battery Life Rating.**

Measured by MobileMark® 2012 for models preinstalled with Microsoft® Windows 8.

- Benchmark rules for Mobile Mark™ 2012: Wireless connectivity = On, Screen brightness = 150nits, Predefined updated workloads.

Details of MobileMark® 2012 testing protocols are available at www.bapco.com MobileMark is a trademark of the Business Applications Performance Corporation.

Rating is for comparison purposes only, and does not indicate the battery life that will be obtained by any individual user. Actual battery life may vary considerably from specifications depending on product model, configuration, applications, power management settings and features utilized, as well as the natural performance variations produced by the design of individual components. The battery life rating is only achieved on the select models and configurations tested by Toshiba under the specific test settings at the time of publication and is not an estimate of a system's battery life under any conditions other than the specific test settings.

After a period of time, the battery will lose its ability to perform at maximum capacity and will need to be replaced. This is normal for all batteries.

¹³ **Software.** Also see 64-Bit Computing Legal Footnote, if applicable.

Some software may differ from its retail version (if available), and may not include user manuals or all program functionality.

Certain Microsoft® software product(s) included with this computer may use technological measures for copy protection. IN SUCH EVENT, YOU WILL NOT BE ABLE TO USE THE PRODUCT IF YOU DO NOT FULLY COMPLY WITH THE PRODUCT ACTIVATION PROCEDURES. Product activation procedures and Microsoft's privacy policy will be detailed during initial launch of the product, or upon certain reinstallations of the software product(s) or reconfigurations of the computer, and may be completed by Internet or telephone (toll charges may apply).

Some software may differ from its retail version (if available), and may not include user manuals or all program functionality.

¹⁴ **Upconverter/UpconversionTechnology (Resolution+® Technology).** Viewing enhancements may vary depending upon content quality and display device capability/functionality/settings. Depending on the quality of the content, some video noise may be visible.

¹⁵ **Microsoft® Office** Buy Microsoft® Office to use full-featured Office software on this PC.

BOE Communications Report, 10/21/2014
Kathy Hamilton, Board of Education Secretary

From	Date	Subject
Linda Baron	10/14/2014	Veteran's Day Celebration at Middle Gate
John Bestor	10/18/2014	Parental Rights in Regards to Student Testing
John Bestor	10/19/2014	Correction to Previous Email on 10/18/2014
Scott Reiss	10/19/2014	Congratulations Re: Grasso Festival



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Stephanie JOHNSON Date: 10/10/2014

Other Staff Involved: Mr. BARRY PALMER

Date of Proposed Field Trip: May 22-24, 2015

Class/Group Involved: Open to French Middle School Students

Number of Students Scheduled to Make Trip: 48

Other Adults (non-teachers) Chaperoning the Trip (list names): TBD (+5 people)

Destination: Quebec, Quebec CA

Place and Time of Departure: Newtown Middle School 6:00 a.m. May 22


Estimated Time of Return: 10:00 p.m. May 24

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) _____

Estimated Cost of Transportation: _____

Estimated Cost per Student: \$600/student

Other Information: Transportation, meals, guided activities incl. in cost

PRINCIPAL APPROVAL BY SIGNATURE:  DATE: 10/13/14

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____

_____ Miles @ _____ per mile = _____

Minimum Charge: _____

Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____

Confirmed by: _____ Recorded in Book: _____

French excursion to Quebec City May, 2015

Stephanie Johnson, the French teacher at Newtown Middle School, would like to propose a 3-day field trip to Quebec City, Canada for students at the middle school currently taking French. The trip will be planned and operated by VISIT CANADA ,Ltd, a company that has organized similar trips for more than 75,000 students across the United States for over 20 years.

Some of the highlights of the trip include:

- Interactive rich historical visits to museums and national battlefields
- Exploration of quintessential Quebec city and renowned landmarks
- Walking tours exploring famous sites such as the Chateau de Frontenac
- Discovering French- Canadian cuisine, music, dance, and culture

Newtown Middle School students who attend this trip will not be limited to learning new vocabulary words, but that the study of foreign language is a useful tool, and not just an academic exercise. All students will discover that there are people who live within a few hundred miles of home with distinctively different cultures and customs from their own.



Newtown Middle School

Québec City Field Trip

Day One | Friday, May 22

6:00 AM Depart school on a deluxe, climate-controlled and restroom-equipped PREMIER LIMOUSINE motorcoach.

Please arrive at school to load your bags on the bus at least 30 minutes prior to your scheduled departure time to ensure an on-time departure and an on-time arrival.

3:30 PM Arrive in Québec City, THE CRADLE OF FRENCH CIVILIZATION IN NORTH AMERICA, and meet your Visit Canada guide, at the deluxe HOTEL LOEWS LE CONCORDE.

You'll have about an hour (depending on your exact arrival time) to check in and freshen up, then reassemble in the lobby and depart on a WALKING ORIENTATION TOUR that will introduce you to Place Montcalm, the Grande Allée, the Assemblée Nationale and, time and weather permitting, Québec's historic Citadelle.

Your tour will end with DINNER at a popular Parisian style restaurant across the street from City Hall, at the edge of the Quartier Latin.

6:30 PM Arrive at the RESTAURANT D'ORSAY.

Your dinner will begin with the soup of the day followed by your choice of chicken vol-au-vent with vegetables or cheddar cheese penne with black forest ham and maple cake for dessert.

7:30 PM After dinner, walk with your guide to the NATIONAL BATTLEFIELDS COMMISSION'S DISCOVERY PAVILION.

8:00 PM Upon arrival at the MAISON DE LA DECOUVERTE, you will learn about the history of Québec, from the French Regime through the end of the Second World War.

Your day will end with a fascinating and highly interactive lesson about warfare in the time of Generals Wolfe and Montcalm.

10:00 PM After your history lesson, walk back to your hotel.

10:30 PM Overnight security services begin at 10:30pm

Day Two | **Saturday, May 23**

7:45 AM Meet your guide in the lobby and TRANSFER to breakfast at a colorful restaurant overlooking Place d'Armes.

8:00 AM Arrive at the AUBERGE DU TRÉSOR for a FRENCH BREAKFAST of large fresh croissants, apple pastries, a bowl of chocolat chaud, fruit and orange juice.

9:00 AM After breakfast, walk to nearby PARC MONTMORENCY.

9:15 AM Upon arrival at Parc Montmorency, meet your photographer at the statue of George-Etienne Cartier and pause on the ramparts overlooking the Chateau Frontenac for a GROUP PHOTOGRAPH.

Before you leave, your guide can tell you about GEORGE-ETIENNE CARTIER, the father of Canadian Confederation.

9:30 AM After your photo, walk (weather permitting) to the Citadelle.

10:00 AM Arrive at Quebec's historic CITADELLE, the Gibraltar of North America, and begin your tour of the 200-year old French-designed, British-built fortification constructed to defend Canada from attack from the United States.

After your tour, you can walk on the ramparts for a panoramic view of the ships on the Saint Lawrence River some 300 feet below.

11:00 AM Walk with your guide to the Quartier Latin where you will pause for an inexpensive lunch on your own along rue St-Jean. CAFÉ BOULANGERIE PAILLARD would be a good choice, but there are many others as well.

After lunch, you'll be free for picture taking or souvenir shopping in the Latin Quarter's many student-friendly shops and boutiques. (If the weather is inclement, your group may elect to have lunch in the food court at nearby Place Québec.)

2:00 PM Meet your bus and depart for the Albert Gilles Copper Art Museum.

2:30 PM Arrive at CUIVRES D'ART ALBERT GILLES, where you will learn about the extraordinary craftsmanship of Albert Gilles, who created a large number of pieces of copper art at the nearby Sainte-Anne-de-Beaupré Basilica.

After your tour of the museum, you will participate in a hands-on copper workshop during which you will produce your own work of copper art.

3:30 PM Meet the bus and depart for Montmorency Falls.

4:00 PM Arrive at PARC DE LA CHUTES MONTMORENCY, where the first battle between Generals Wolfe and Montcalm took place during the epochal summer of 1759.

There, you will walk across a footbridge that crosses directly over the top of the 83-meter high falls, then down a 250-foot staircase that's so close to the face of the falls that you'll feel the mist.

- 5:00 PM** Depart for a ride through the rolling hills and quaint villages of rural Québec to an all-you-can-eat dinner at an authentic French-Canadian CABANE À SUCRE.
- 6:00 PM** Arrive at LA CABANE A PIERRE where, after a tour of the sugar shacks and a hearty dinner of typical Québécois fare (including Mountaineer's Pea Soup, Home-baked Country-style Bread, Sausages, Traditional Tourtiere, Maple-glazed Ham, Pancakes with Maple Syrup, Maple Taffy on Real Snow, Coffee Tea, Soft Drinks and Fresh Spring Water), you'll spend the evening learning traditional dances and folk songs.
- Your day will end with a sugar-on-snow party, with real maple syrup and real snow (stored in the winter and served every day of the year).
- 9:00 PM** Board your bus at about 9:00pm and return to the hotel.
- 10:00 PM** Overnight security services begin at 10:00pm

Day Three | Sunday, May 24

- 7:45 AM** Meet your guide in the lobby and walk to breakfast on the Grande Allée.
- 8:00 AM** Arrive at LA VIEILLE MAISON (at 625, Grande-Allée est) for a buffet breakfast of scrambled eggs, pancakes, french toast, bacon, fried potatoes, toast and jam, cereals and fresh fruit, and orange juice.
- 9:00 AM** Return to the hotel, bring your bags to the lobby and place them on the bus between 9:30 and 9:45am.
- 9:45 AM** Board the bus and transfer to the Terrasse Dufferin outside the Château Frontenac where you will see a SOUND AND LIGHT SHOW depicting the rich history of Québec.
- 10:00 AM** Arrive at the MUSÉE DU FORT where you will learn about the many battles and skirmishes between the French, British and, yes, the American armies.
- The 45-minute presentation will end with a memorable and highly educational depiction of the decisive Battle of the Plains of Abraham, and a QUIZ to see how much history you absorbed.
- 10:45 AM** After your quiz, descend to the lower city aboard the "FUNICULAIRE" Québec's unique outdoor elevator that transports pedestrians between haute-ville to the home of Louis-Jolliet (the Quebec-born discoverer of the Mississippi River) in the Quartier Petit Champlain.
- 11:00 AM** Arrive in the QUARTIER PETIT CHAMPLAIN, the oldest part of the city, where you'll pause for lunch on your own (LE PETIT COCHON DINGUE would be a good choice).
- After lunch, you'll be free for some last-minute gift-shopping and picture-taking as you browse amidst the ancient greystone buildings and narrow, cobblestoned streets that date back to the early 1600s.
- 12:30 PM** Meet at the RUBIK'S CUBE (you'll know it when you see it) near Place Royale then walk to the Québec Ferry Terminal.
- 12:45 PM** Board the 1:00pm ferry to Lévis (from which, as you've learned, the British General Wolfe bombarded General Montcalm's French army in Québec City in the summer of 1759).
- 1:00 PM** End your Québec City visit with a FERRY RIDE ACROSS THE MILE-WIDE ST. LAWRENCE RIVER.
- 1:15 PM** Meet the bus at the Levis Ferry Terminal and begin your journey home.

6:15 PM Stop for an ALL-YOU-CAN-EAT PIZZA DINNER at EVERYTHING BUT ANCHOVIES in picturesque Hanover, New Hampshire (5 Allen Street).

PLEASE CALL THE RESTAURANT at 603.643.6135, AFTER crossing the border (about an hour and 40 minutes from Hanover) and give the staff an estimated time of arrival.

10:30 PM Arrive at school at about 10:30pm (your actual arrival time may vary slightly).

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2014**

SUMMARY

The third financial report, or first quarter of the 2014-15 fiscal year to date, is attached. In the month of September, the Board of Education spent approximately \$5.4M, \$3.7M on salaries and benefits, and \$1.7M for all other objects. This is consistent with last year's rate of expenditures for the same period. Information regarding projections is limited at this time as we focused on getting all school operations up to speed in September.

All the main object accounts remain in a positive position for this quarter. Out-of-District Special Education tuition expenses will be covered with excess cost offsets.

The "Current Transfer" column now appears because we have adjusted salary accounts to reflect new hires due to turnover, position reallocations, changes in assignments, i.e., Gifted, classroom aides, regular & special ed. None of these cross major objects codes but do appear on the sub-account detail pages.

This budget is extremely lean and needs to be carefully monitored. Forecasting anticipated obligations based on this financial appropriation will begin in October and will modify the balances required to end the fiscal year within the allotted budget.

The 2013-14 expended column now includes a new line number of 900 for the approved transfer to the non-lapsing account.

EXPENSE CATEGORY CONDITIONS

100 SALARIES

The total salary budget is expected to be adequate to continue all the planned services for the balance of the year. The accounts need continuing review but with new hires at lower steps there is expected to be a small balance. This will be reviewed further for next month.

200 EMPLOYEE BENEFITS

It is expected that this budget will be adequate to handle our benefit needs.

300 PROFESSIONAL SERVICES

Nothing to report.

400 PURCHASED PROPERTY SERVICES

Nothing to report.

500 OTHER PURCHASED SERVICES

Transportation and Tuition will need additional review.

600 SUPPLIES

Nothing to report.

700 PROPERTY

Nothing to report.

800 MISCELLANOUS

Nothing to report.

The budget will continue to be carefully monitored and any subsequent issues or opportunities will be presented as necessary.

REVENUE

The district has received the Nurtury program and parking permit revenue along with the Fall Pay to Participate fees.

Ron Bienkowski
Director of Business
October 2, 2014

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 2012-13 – actual (unaudited) expenditures of the prior fiscal year
- Approved Budget – indicates the town approved financial plan used by the school district to achieve its goals and objectives.
- Current Transfers – identifies the recommended cross object codes for current month action. (No current transfers indicated)
- 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.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD		CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
				TRANSFERS 2014 - 2015						
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 45,029,126	\$ 44,999,627	\$ -	\$ -	\$ 44,999,627	\$ 6,044,343	\$ 37,001,753	\$ 1,953,531	
200	EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ -	\$ -	\$ 11,169,344	\$ 3,155,089	\$ 6,645,260	\$ 1,368,995	
300	PROFESSIONAL SERVICES	\$ 863,909	\$ 749,083	\$ -	\$ -	\$ 749,083	\$ 101,923	\$ 181,971	\$ 465,189	
400	PURCHASED PROPERTY SERV.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ -	\$ 2,139,419	\$ 602,277	\$ 560,167	\$ 976,975	
500	OTHER PURCHASED SERVICES	\$ 6,809,463	\$ 7,197,647	\$ -	\$ -	\$ 7,197,647	\$ 1,583,987	\$ 5,034,391	\$ 579,269	
600	SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ -	\$ -	\$ 4,480,093	\$ 946,279	\$ 266,222	\$ 3,267,593	
700	PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ -	\$ 534,735	\$ 303,019	\$ 34,399	\$ 197,317	
800	MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ -	\$ 75,356	\$ 42,679	\$ 1,754	\$ 30,923	
TOTAL GENERAL FUND BUDGET		\$ 70,998,119	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 12,779,596	\$ 49,725,917	\$ 8,839,791	
900	TRANSFER NON-LAPSING	\$ 47,185								
GRAND TOTAL		\$ 71,045,304	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 12,779,596	\$ 49,725,917	\$ 8,839,791	

(Unaudited)

Excess Cost Grant Reimbursement - Budgeted	75.00%	T.B.D.	\$ 1,278,035
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NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD			CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT TRANSFERS				
100	SALARIES								
	Administrative Salaries	\$ 3,013,832	\$ 2,969,510	\$ 5,282	\$ 6,668	\$ 2,981,460	\$ 655,436	\$ 2,248,732	\$ 77,291
	Teachers & Specialists Salaries	\$ 30,557,381	\$ 30,434,118	\$ (7,450)	\$ (81,378)	\$ 30,345,290	\$ 3,547,544	\$ 26,576,910	\$ 220,836
	Early Retirement	\$ 16,000	\$ 32,000	\$ -	\$ -	\$ 32,000	\$ 32,000	\$ -	\$ -
	Continuing Ed./Summer School	\$ 85,584	\$ 89,175	\$ 763	\$ -	\$ 89,938	\$ 55,691	\$ 34,137	\$ 110
	Homebound & Tutors Salaries	\$ 388,172	\$ 243,875	\$ 1,405	\$ -	\$ 245,280	\$ 44,113	\$ 105,172	\$ 95,995
	Certified Substitutes	\$ 599,679	\$ 641,325	\$ -	\$ -	\$ 641,325	\$ 30,237	\$ 141,723	\$ 469,366
	Coaching/Activities	\$ 524,130	\$ 529,749	\$ -	\$ -	\$ 529,749	\$ 690	\$ -	\$ 529,059
	Staff & Program Development	\$ 172,357	\$ 199,768	\$ -	\$ -	\$ 199,768	\$ 61,837	\$ 86,628	\$ 51,304
	CERTIFIED SALARIES	\$ 35,357,135	\$ 35,139,520	\$ -	\$ (74,710)	\$ 35,064,810	\$ 4,427,548	\$ 29,193,302	\$ 1,443,960
	Supervisors/Technology Salaries	\$ 628,445	\$ 634,244	\$ 10,632	\$ -	\$ 644,876	\$ 138,803	\$ 475,048	\$ 31,025
	Clerical & Secretarial salaries	\$ 1,961,645	\$ 2,001,381	\$ 9,090	\$ -	\$ 2,010,471	\$ 353,900	\$ 1,654,758	\$ 1,812
	Educational Assistants	\$ 2,007,432	\$ 1,957,487	\$ -	\$ 74,710	\$ 2,032,197	\$ 179,179	\$ 1,814,457	\$ 38,561
	Nurses & Medical advisors	\$ 647,415	\$ 658,255	\$ -	\$ -	\$ 658,255	\$ 95,172	\$ 593,739	\$ (30,656)
	Custodial & Maint Salaries	\$ 2,807,655	\$ 2,857,565	\$ 647	\$ -	\$ 2,858,212	\$ 600,419	\$ 2,235,436	\$ 22,358
	Non Certified Salary Adjustment	\$ -	\$ 66,716	\$ (30,670)	\$ -	\$ 36,046	\$ -	\$ -	\$ 36,046
	Career/Job salaries	\$ 112,160	\$ 222,898	\$ 2,258	\$ -	\$ 225,156	\$ 39,321	\$ 124,639	\$ 61,196
	Special Education Svcs Salaries	\$ 727,151	\$ 928,549	\$ 7,850	\$ -	\$ 936,399	\$ 108,445	\$ 758,701	\$ 69,253
	Attendance & Security Salaries	\$ 381,784	\$ 209,824	\$ 193	\$ -	\$ 210,017	\$ 27,238	\$ 147,882	\$ 34,898
	Extra Work - Non-Cert	\$ 76,137	\$ 69,825	\$ -	\$ -	\$ 69,825	\$ 33,735	\$ 3,791	\$ 32,300
	Custodial & Maint. Overtime	\$ 280,772	\$ 210,363	\$ -	\$ -	\$ 210,363	\$ 40,444	\$ -	\$ 169,919
	Civic activities/Park & Rec	\$ 41,394	\$ 43,000	\$ -	\$ -	\$ 43,000	\$ 141	\$ -	\$ 42,859
	NON-CERTIFIED SALARIES	\$ 9,671,991	\$ 9,860,107	\$ -	\$ 74,710	\$ 9,934,817	\$ 1,616,796	\$ 7,808,451	\$ 509,570
	SUBTOTAL SALARIES	\$ 45,029,126	\$ 44,999,627	\$ -	\$ -	\$ 44,999,627	\$ 6,044,343	\$ 37,001,753	\$ 1,953,531

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD			YTD EXPENDED	ENCUMBER	BALANCE	
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT TRANSFERS				CURRENT BUDGET
200	EMPLOYEE BENEFITS								
	Medical & Dental Expenses	\$ 8,206,890	\$ 8,736,119	\$ -	\$ -	\$ 8,736,119	\$ 2,254,538	\$ 6,402,616	\$ 78,966
	Life Insurance	\$ 87,200	\$ 87,337	\$ -	\$ -	\$ 87,337	\$ 20,684	\$ -	\$ 66,653
	FICA & Medicare	\$ 1,357,437	\$ 1,335,674	\$ -	\$ -	\$ 1,335,674	\$ 199,948	\$ -	\$ 1,135,726
	Pensions	\$ 458,311	\$ 441,667	\$ -	\$ -	\$ 441,667	\$ 426,647	\$ 13,680	\$ 1,340
	Unemployment & Employee Assist.	\$ 61,034	\$ 83,560	\$ -	\$ -	\$ 83,560	\$ 2,553	\$ -	\$ 81,007
	Workers Compensation	\$ 462,937	\$ 484,987	\$ -	\$ -	\$ 484,987	\$ 250,720	\$ 228,964	\$ 5,303
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ -	\$ -	\$ 11,169,344	\$ 3,155,089	\$ 6,645,260	\$ 1,368,995
300	PROFESSIONAL SERVICES								
	Professional Services	\$ 660,280	\$ 540,851	\$ -	\$ -	\$ 540,851	\$ 64,867	\$ 136,741	\$ 339,243
	Professional Educational Ser.	\$ 203,629	\$ 208,232	\$ -	\$ -	\$ 208,232	\$ 37,056	\$ 45,230	\$ 125,946
	SUBTOTAL PROFESSIONAL SVCS	\$ 863,909	\$ 749,083	\$ -	\$ -	\$ 749,083	\$ 101,923	\$ 181,971	\$ 465,189
400	PURCHASED PROPERTY SVCS								
	Buildings & Grounds Services	\$ 653,698	\$ 651,600	\$ -	\$ -	\$ 651,600	\$ 275,668	\$ 264,480	\$ 111,452
	Utility Services - Water & Sewer	\$ 113,321	\$ 117,000	\$ -	\$ -	\$ 117,000	\$ 19,076	\$ -	\$ 97,924
	Building, Site & Emergency Repairs	\$ 503,610	\$ 460,850	\$ -	\$ -	\$ 460,850	\$ 105,675	\$ 31,988	\$ 323,187
	Equipment Repairs	\$ 275,163	\$ 270,433	\$ -	\$ -	\$ 270,433	\$ 28,743	\$ 49,957	\$ 191,734
	Rentals - Building & Equipment	\$ 300,843	\$ 305,536	\$ -	\$ -	\$ 305,536	\$ 109,265	\$ 123,942	\$ 72,329
	Building & Site Improvements	\$ 572,017	\$ 334,000	\$ -	\$ -	\$ 334,000	\$ 63,850	\$ 89,800	\$ 180,350
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ -	\$ 2,139,419	\$ 602,277	\$ 560,167	\$ 976,975

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD			CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT TRANSFERS				
500	OTHER PURCHASED SERVICES								
	Contracted Services	\$ 363,526	\$ 427,574	\$ -	\$ -	\$ 427,574	\$ 186,078	\$ 63,439	\$ 178,057
	Transportation Services	\$ 3,714,217	\$ 3,891,158	\$ -	\$ -	\$ 3,891,158	\$ 472,030	\$ 2,785,242	\$ 633,887
	Insurance - Property & Liability	\$ 297,870	\$ 319,261	\$ -	\$ -	\$ 319,261	\$ 185,739	\$ 139,070	\$ (5,548)
	Communications	\$ 120,492	\$ 118,143	\$ -	\$ -	\$ 118,143	\$ 22,651	\$ 61,505	\$ 33,987
	Printing Services	\$ 32,365	\$ 39,782	\$ -	\$ -	\$ 39,782	\$ 11,061	\$ 107	\$ 28,614
	Tuition - Out of District	\$ 2,074,030	\$ 2,177,958	\$ -	\$ -	\$ 2,177,958	\$ 689,488	\$ 1,874,173	\$ (385,702)
	Student Travel & Staff Mileage	\$ 206,963	\$ 223,771	\$ -	\$ -	\$ 223,771	\$ 16,940	\$ 110,856	\$ 95,975
	SUBTOTAL OTHER PURCHASED SE	\$ 6,809,463	\$ 7,197,647	\$ -	\$ -	\$ 7,197,647	\$ 1,583,987	\$ 5,034,391	\$ 579,269
600	SUPPLIES								
	Instructional & Library Supplies	\$ 906,748	\$ 911,614	\$ -	\$ -	\$ 911,614	\$ 345,770	\$ 133,441	\$ 432,403
	Software, Medical & Office Sup.	\$ 175,444	\$ 210,966	\$ -	\$ -	\$ 210,966	\$ 59,699	\$ 56,564	\$ 94,703
	Plant Supplies	\$ 351,501	\$ 375,100	\$ -	\$ -	\$ 375,100	\$ 167,025	\$ 52,815	\$ 155,261
	Electric	\$ 1,406,552	\$ 1,406,127	\$ -	\$ -	\$ 1,406,127	\$ 232,602	\$ -	\$ 1,173,525
	Propane & Natural Gas	\$ 319,537	\$ 338,737	\$ -	\$ -	\$ 338,737	\$ 19,339	\$ -	\$ 319,398
	Fuel Oil	\$ 662,339	\$ 528,038	\$ -	\$ -	\$ 528,038	\$ -	\$ -	\$ 528,038
	Fuel For Vehicles & Equip.	\$ 531,906	\$ 452,503	\$ -	\$ -	\$ 452,503	\$ -	\$ -	\$ 452,503
	Textbooks	\$ 265,144	\$ 257,008	\$ -	\$ -	\$ 257,008	\$ 121,843	\$ 23,402	\$ 111,763
	SUBTOTAL SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ -	\$ -	\$ 4,480,093	\$ 946,279	\$ 266,222	\$ 3,267,593

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD			CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT TRANSFERS				
700	PROPERTY								
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ -	\$ 124,177	\$ 124,177	\$ -	\$ 0
	Technology Equipment	\$ 329,592	\$ 378,900	\$ -	\$ -	\$ 378,900	\$ 158,059	\$ 34,399	\$ 186,442
	Other Equipment	\$ 98,778	\$ 31,658	\$ -	\$ -	\$ 31,658	\$ 20,784	\$ -	\$ 10,874
	SUBTOTAL PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ -	\$ 534,735	\$ 303,019	\$ 34,399	\$ 197,317
800	MISCELLANEOUS								
	Memberships	\$ 71,445	\$ 75,356	\$ -	\$ -	\$ 75,356	\$ 42,679	\$ 1,754	\$ 30,923
	SUBTOTAL MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ -	\$ 75,356	\$ 42,679	\$ 1,754	\$ 30,923
900	TRANSFER NON-LAPSING	\$ 47,185							
	TOTAL LOCAL BUDGET	\$ 71,045,304	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 12,779,596	\$ 49,725,917	\$ 8,839,791

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE
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<u>SCHOOL GENERATED FEES</u>	2014-15 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
<u>HIGH SCHOOL FEES</u>				
NURTURY PROGRAM	\$8,000	\$8,000.00	\$0.00	100.00%
PARKING PERMITS	\$20,000	\$20,000.00	\$0.00	100.00%
PAY FOR PARTICIPATION IN SPORTS	\$84,800	\$38,711.00	\$46,089.00	45.65%
	\$112,800	\$66,711.00	\$46,089.00	59.14%
<u>BUILDING RELATED FEES</u>				
ENERGY - ELECTRICITY	\$313	\$0.00	\$313.00	0.00%
HIGH SCHOOL POOL - OUTSIDE USAGE	\$500	\$0.00	\$500.00	0.00%
	\$813	\$0.00	\$813.00	0.00%
MISCELLANEOUS FEES	\$150	\$345.00	(\$195.00)	230.00%
TOTAL SCHOOL GENERATED FEES	\$113,763	\$67,056.00	\$46,707.00	58.94%

Newtown High School

The Benefits of Athletics

LIFELONG SKILLS AND DISPOSITIONS

- ✓ Sportsmanship
- ✓ Citizenship
- ✓ Teamwork
- ✓ Resilience
- ✓ Perseverance
- ✓ Responsibility
- ✓ Self-discipline
- ✓ Health and wellness
- ✓ Belonging and pride in community



National Federation of State High School Associations (NFHS)

Newtown High School Athletic Program

Currently 27 Varsity Sports

In 2013-14

Total Count 1079 – includes all student-athletes who play multiple sports

Unique count 745

Total Count Male 551 Female 528

Unique Count Male 391 Female 354





BENEFITS OF ATHLETICS – EMPIRICAL EVIDENCE

Students who spend time (min. of 4 hours) in sports or other extra-curricular activities are less likely to abuse drugs.

United States Department of Education, 2008

Students who took part in more vigorous sports like soccer or football, did approximately 10% better in math, science, English and social studies classes.

Journal of Medicine & Science in Sports, August 2007

Sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls.

Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight, University of Illinois at Chicago, 2006.



18-25 years old who had participated in sports activities while in high school were more likely than non-participants to volunteer in their communities, engage in civic responsibilities, and vote in public elections.

Center for Information & Research on Civic Learning and Engagement, 2006

Athletes had higher percentages of days of school attended, graduation rates, and GPAs, as well as lower dropout rates than non-athletes.

Study on the Benefits of Sports, University of Kansas, 2014

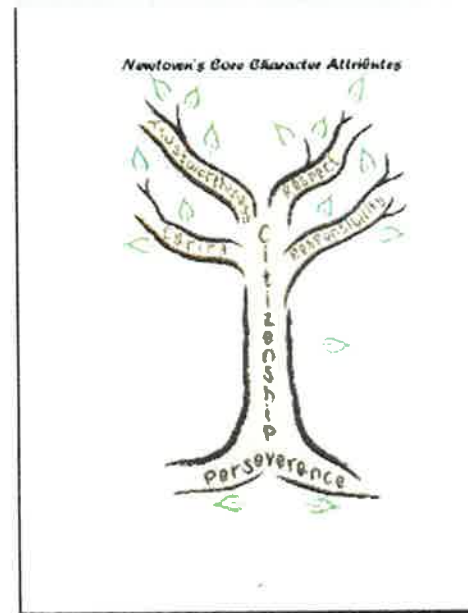
IV. Safe School Culture

Strategic Plan:

All students will develop and consistently demonstrate the character attributes necessary for personal well-being and to be a contributing member of the community.

School Goal: *To increase a sense of social, emotional, and physical safety and well-being within the school community.*

- Promote student involvement in school and extra-curricular activities that build community

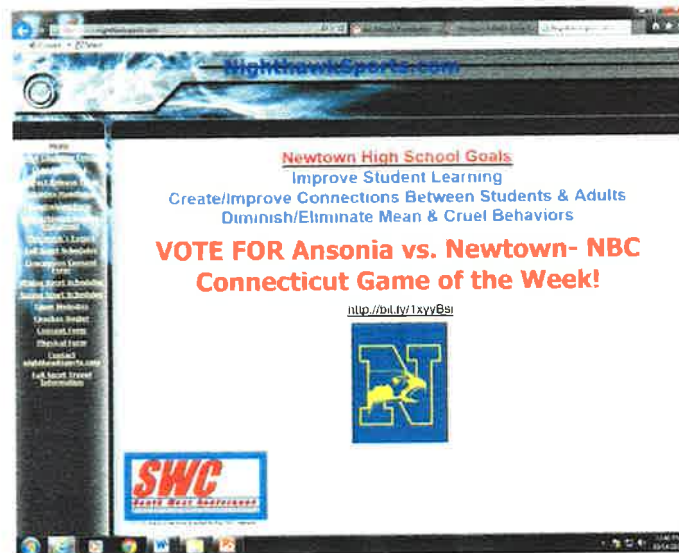


Newtown High School Athletics: Moving Forward



COMMUNITY AND SCHOOL SUPPORT

- @nhsathletics over 1900 followers 
- nighthawksports.com 20,000 hits in September



SUCCESS



COMMUNITY SERVICE



GROWTH OF THE ATHLETIC DEPARTMENT



ICE HOCKEY



GYMNASTICS





GIRL'S GOLF

- Tremendous interest at Newtown High School in Girl's Golf
- In Spring 2014 club team started- 21 girls tried out



BOY'S VOLLEYBALL

- More than 50 boys attended informational meeting held in September
- Large group of students and parents committed to getting Boy's Volleyball started at Newtown High School

THE FUTURE



COMMUNITY AND SCHOOL SUPPORT

Community and student interest in the NHS Athletic Department is at an all time high. We currently have more than 1900 followers on @nhsathletics Twitter account and our website Nighthawksports.com got 20,000 hits in September. Whether we are playing for a state championship where hundreds of our students, alumni and townspeople attend to cheer on the Nighthawks or at a Tuesday soccer game at the stadium the support from our student body and the town is overwhelming.

SUCCESS

Much of this interest has been generated by our team's success winning six state championships in six different sports over the last three years. Our teams have also won 16 Southwest Conference Championships and nine sportsmanship awards during that same time period. We sent eleven student-athletes on to play at Division One schools last year with several other student-athletes playing at Division Two and Division Three Schools.

COMMUNITY SERVICE

Although winning championships and other awards get the headlines the true soul of our athletic department is community service. Our teams continue to demonstrate incredible involvement in the Newtown community holding several fundraisers, food drives, and community events. In the first month of this fall season we held three "pink" fundraisers raising thousands of dollars for Breast Cancer research as well as holding two food drives for the Faith Food Pantry. Earlier this month, our cheerleaders worked at Light the Night which is a huge fundraiser for the Lymphoma and Leukemia Society. There are several other fundraisers and community event planned throughout the year. These are just a few examples of the many of the many ways that community service is soul of our department.

GROWTH OF THE ATHLETIC DEPARTMENT

I'm here to speak with you tonight about the growth of the NHS Athletic Department. We have been greatly impacted by the reduced budgets over the last few years yet still continue to deliver an outstanding program. Our student-athletes pay tens of thousands of dollars in pay to participate fees each year just to have the privilege of wearing the blue and gold. Student interest in wanting to create new teams continues to be presented to me each year.

HISTORY OF THE CREATION OF NEW TEAMS

I want to give you a brief history of the growth of the athletic department over the last fifteen years.

ICE HOCKEY

In 2001, Ice Hockey became a sport at NHS after years of debate. It was decided that Ice Hockey could begin but would be fully funded by parents for the foreseeable future. During the next ten years every time parents and students put forth an idea to begin a new sport such as boys volleyball, ski racing, or

girls golf the answer from the board was always we are not starting a new sport until we can more fully fund ice hockey. Slowly but surely we have found creative ways to give hockey about \$30,000 per year and that is the cap for funding at least for the foreseeable future.

GYMNASTICS

A group of determined parents came to me in the spring of 2011 with the desire to begin gymnastics. They decided whatever the ~~cost~~ they would fundraise and bring the sport to NHS with the hope that they would get it started and then receive board funding once it was an established sport. The gymnastics team has grown each year and had tremendous success winning one SWC championship and finishing as runner up last year. I have asked the board to fund the coach's position for the last three years and that request has been denied so for the fourth season gymnastics will be self-funded.

GIRLS GOLF

Last year a large group of girls asked if it was possible to start a Girls' Golf team which is a CIAC sport. We held interest meetings and found that there were many girls who wanted to play. It was explained to the girls that there would be no funding but the decision was made to proceed. Last year we had 21 girls try out for the team and ten were chosen to pilot a club team for one year with the intent to launch the sport in the spring of 2016.

BOYS VOLLEYBALL

I was approached by some boys during the first week of the current school year who asked if we could begin a Boys Volleyball team this spring. Boys Volleyball is a CIAC sport. I informed them that we could measure the interest of the student body but even if we felt that there was enough interest it would have to be fully funded by parents. We had over 50 boys attend an informational meeting. At that point, I created a budget and financial information was presented at a subsequent meeting. The interest remained high and the potential to begin Boys Volleyball this spring is the desire of a large group of student-athletes at Newtown High School.

THE FUTURE

The interest in our athletic program is at an all-time high. I need guidance from the Board of Education as to how we are going to proceed in the future. The idea that we can't start new programs until ice hockey is more fully funded is no longer applicable. Once programs such as gymnastics have proven to be viable there has to be some type of process that we can follow to get them adequate funding. I am asking the board to create a process by which new athletic programs at the high school begin to receive funding so that more students get the opportunity to be student-athletes.

GLOBAL AMERICAN HISTORY I

Grade 7



Newtown Public Schools
Newtown, CT



Newtown Public Schools

Browse Unit Calendars > Global American History I



Collaboration

Grade 7 | Social Studies | Newtown Middle School

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:										
The Constitution	1-4									
Changes in Europe and the Impact on the Americas		5-10								
The 13 English Colonies			11-17							
Causes of the American Revolution				18-27						
American Revolution					28-31					
America: Creating a New Nation						1-4				

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The Constitution

Collaboration **Global American History |Grade 7|Social Studies|Newtown Middle School|2014-2015**

Wednesday, October 8, 2014, 8:50AM



Unit: The Constitution (Week 1, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Without a representative government that has proper distribution of powers, the rights of citizens would not be guaranteed, and the government could assume unrestricted power.
2. A representative government requires a document that establishes the rights, rules, and regulations of a government and its citizens.
3. For government to survive it must have power to sustain a viable economy.

Essential Question(s)

What are the roles and functions of the three branches of government, as outlined in the Constitution?
 What are the rights, liberties and responsibilities of U.S. citizens according to the Constitution?

Guiding Questions

Factual, Conceptual, Provocative

1. Who gives the government its power? (Factual)
2. How is power shared in the system of federalism? (Factual)
3. How does the system of checks and balances evenly distribute power? (Factual)
4. How is abuse of power prevented under the Constitution? (Factual)
5. What might be the advantages of holding frequent elections? (Provocative)
6. Why did the Framers created a flexible plan for governing the nation? (Provocative)
7. What basic rights should all people be entitled to? (Provocative)
8. How are people's views represented in government? (Factual)
9. How are personal freedoms protected? (Factual)
10. What aspects of our Constitution have allowed it to stand the test of time? (Conceptual)
11. Why is it important for a government to be able to regulate interstate and international commerce? (Conceptual)
12. How does a nation's power to tax its citizens help to sustain a viable economy? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or

Objective(s)


Bloom/ Anderson Taxonomy / DOK Language

1. Identify the main purpose of the United States Constitution as outlined in the Preamble.
2. Identify the three branches of government.
3. Explain how the three branches of government interact.
4. Analyze the Bill of Rights.
5. Evaluate the process in creating a law.

<p>lowered).</p> <p>Craft and Structure</p> <p>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.</p> <ul style="list-style-type: none"> RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics</p> <p>Civic and Political Institutions</p> <ul style="list-style-type: none"> D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. 	
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i></p> <p>Conceptual Lens: Systems</p> <p>Strands: History, Geography, Economics, Culture, Politics and Government</p> <p>Topics: Preamble, Articles of the Constitution, Bill of Rights, Amendments, Checks and balances, Separation of powers.</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. 2. Work independently and collaboratively to solve problems and accomplish goals. 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
<p>Core Learning Activities</p> <p>Simulate the powers of the presidency on icivics.org and reflect on the duties of the presidency.</p> <p>Research the amendments and complete an amendment scavenger hunt.</p> <p>Analyze real life scenarios to interpret the constitutional implications of individual situations.</p> <p>Distinguish the separate powers of each branch provided in the Constitution.</p> <p>Research print and digital texts on landmark Supreme Court cases.</p> <p>Hold a simulation Congress to demonstrate how a bill becomes a law.</p> <p>Create a foldable illustrating the executive, legislative, and judicial branches.</p> <p>Rewrite and paraphrase the Preamble to understand the purpose of the Constitution.</p> <p>Create a chart that lists the five basic freedoms as outlined</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>For the teacher:</p> <p>constitution.org</p> <p>whitehouse.gov</p> <p>icivics.org</p> <p>billofrightsinstitute.org</p> <p>classzone.com</p> <p>American History: Beginnings to 1914 (Teacher's Edition)</p> <p>American History: Beginnings to 1914 Teacher's supplemental material</p> <p>Shh! We're Writing the Constitution by Jean Fritz</p> <p>History of US by Joy Hakim</p> <p>We Were There, Too! by Phillip Hoose</p> <p>Document-Based Questions Practice Workbook</p> <p>Test Practice and Review Workbook</p> <p>Best Practices Toolkit</p> <p>Power Presentations</p>

in the first amendment, a short description of each, and provide examples of how the five freedoms affect American life.
 Hold a mock election.
 Write and present a speech supporting an Amendment.
 Write a journal entry from the point of view of a person who has voted for the first time under the 19th Amendment.
 Create an amendment graphic organizer that groups the 27 Amendments by the issues they address, and defend each amendments ability to solve the problems it set out to address.
 Generate a test that could be used in the naturalization process to determine if a person has a basic knowledge of American government.
 Create visual presentations that demonstrate and explain the rights and responsibilities of citizens in contemporary America.
 Hold a mock trial to appreciate the right to a trial by jury.

Easy Planner
 Classzone.com
 Reading History: A Practical Guide to Improving Literacy
 Constitution Video Quiz
 Bill of Rights Video Quiz
For the student:
 American History: Beginnings to 1914 (Pupil Edition)
 constitution.org
 whitehouse.gov
 icivics.org
 billofrightsinstitute.org
 classzone.com

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Bill of Rights Current Events Formative: Written Report Students will research current events using print and digital texts related to issues outlined in the Bill of Rights and write a report on how a particular amendment is relevant today.</p> <p>Unit 1 John Collins Type 2 CFA 1 Formative: Written Test  CFA 1.docx</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ol style="list-style-type: none"> 1. Distinguish important information from minor details independently. (LA) 2. Select and apply technology tools for information analysis and research. (Technology) 3. Examine and analyze relevant sections of the Constitution. 4. Create a summary. (LA) 5. Defend, qualify, or dispute differing interpretations/viewpoints of a given text. (IL) 6. Use content-specific tools to support thinking, learning, and problem solving. (Technology) 7. Create generalizations based on recognized relationships. (LA) 8. Consider a given text from a variety of perspectives; personal, cultural, literary, and historical. (LA) 9. Use R.A.C.E. written response strategy.

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Changes in Europe and the Impact on the Americas

Collaboration Global American History |Grade 7|Social Studies|Newtown Middle School|2014-2015

Wednesday, October 8, 2014, 8:52AM



Unit: Changes in Europe and the Impact on the Americas (Week 6, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Strong national identities lead to ideas that may create political and social change.
2. Political conflict can lead to competition to gain power and wealth.
3. Competition can lead to the desire to subjugate other groups of people.
4. Nations seek natural resources to meet the needs and wants of their people when resources are scarce.
5. Nations expand their trade routes to acquire resources to meet their changing needs and wants.

Essential Question(s)

What factors in European society led to the colonization of the Americas?

How did Europeans transform life in the Americas?

Guiding Questions

Factual, Conceptual, Provocative

- A. What values did Renaissance writers, artists, and scholars find important? (Factual)
- B. What kinds of changes in a society would be categorized as political? social? economic? (Factual)
- C. How did inventions in Europe spread new ideas? (Factual)
- D. What features do all societies have in common? (Conceptual)
- E. How did the Reformation change the way Europeans looked at the world? (Factual)
- F. Why did the Europeans want to explore the Americas? (Factual)
- G. How does a society's need for natural resources encourage exploration? (Conceptual)
- H. Can a nation have too much wealth, power, and territory? (Provocative)
- I. Why were Europeans successful in building an empire in North America? (Factual)
- J. How were the Americas transformed by European exploration? (Factual)
- K. What beliefs, qualities, and traits may lead a country to conquer other people? (Conceptual)
- L. In what ways did early European explorers disrupt Native American societies? (Factual)
- M. Does an exploring nation have the right to conquer and control the native inhabitants? (Provocative)
- N. How did geography both divide and connect the different cultures of the Americas, Africa, and Europe? (Factual)
- O. How does geography help or hinder exploration? (Conceptual)
- P. Why do nations desire to explore new lands? (Conceptual)
- Q. How would events such as famine, war, and disease affect a society? (Conceptual)
- R. Categorize the goals of European nations as they explored the Americas. (Factual)
- S. Why were Europeans drawn to North America? (Factual)
- T. How does trade increase communication and the spread of new ideas and/or religions? (Conceptual)
- U. Why was a shorter route west important to European

explorers? (Factual)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing

Text Types and Purposes

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

- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Economics

Economic Decision Making

- D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

The Global Economy

- D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Geography

Geographic Representations: Spatial Views of the World

- D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Global Interconnections: Changing Spatial Patterns

- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Explain the impact Spanish colonization had on the indigenous people in the "New World".
2. Summarize the changes that occurred in the "Old World" and "New World" as a result of the Columbian Exchange.
3. Compare and defend an example of the Columbian Exchange.
4. Analyze Columbus' writings to evaluate his beliefs of indigenous people.
5. Investigate the accomplishments of the European explorers in the 1500s.

Content/Topics

Skills

Critical content that students must KNOW

Conceptual Lens: Identity, beliefs & values

Strands: History, Geography, Economics, culture, Politics and Government

Topics: European tragedies, Renaissance, Reformation, Age of Exploration, Early colonization

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

1. Analyze the relationship between primary and secondary sources on Spanish colonization.
2. Complete a Close reading activity from We Were There, Too! "Diego Bermudez: Sailing in to the Unknown".
3. Create a map showing the impact of the Columbian Exchange.
4. Choose and defend the aspects of the Columbian Exchange that had the largest impact on Europe and the Americas.
5. Close Primary source reading activities.
6. Write a letter or advertisement to convince a monarch to fund your exploration to gain wealth and power for your country.
7. Create a poster that illustrates the Columbian Exchange. Write a paragraph/essay on who benefited more: the Native Americans or the Europeans.
8. From the perspective of a person from the time period, explain in a speech how the Age of Exploration led to political competition between European nations.
9. Animated History, American History: Beginnings to 1914 p.3 (Classzone.com) Virtually explore the city of Tenochtitlan to understand the culture discovered by the Spanish.
10. Create a poster that illustrates the Colombian Exchange. Write a paragraph/essay on who benefited more, the Native Americans or the Europeans.
11. Project the map of Columbus' Explorations from Animated Geography at Classzone.com, or from the DVD-ROM Power Presentations. As students click on the four routes, they will see the areas explored and understand why Columbus was unable to reach the Pacific Ocean.
12. Report on 1492 – Students write a brief report on conditions in 1492 that finally caused the Spanish monarchs to accept Columbus' plan. Competition with Portugal and other European nations to trade with Asia should be mentioned.
13. Students will create a picture book on the Inca conquest to show Inca civilization before, during, and after Spanish conquest.
14. Write three journal entries on Columbus or another explorer focusing on what they experienced during

Resources

Professional & Student

American History: Beginnings to 1914 (Teacher's Edition)

American History: Beginnings to 1914 Teacher's supplemental material

Classzone.com

We Were There, Too! by Phillip Hoose

Unit Resource Book

Document-Based Questions Practice Workbook

Test Practice and Review Workbook

Unit Transparency Book

Best Practices Toolkit

Power Presentations

Easy Planner

Test Generator

History of Us: Making Thirteen Colonies





Reading History: A Practical Guide to Improving Literacy

History of Us

500 Nations

First Civilizations

<p>their journey.</p> <p>15. Have students create a poster on one of the explorers including a brief biography and portrait, a map of the route taken by the explorer, a statement on the achievements or “firsts” accomplished by the explorer and how they affected later explorations.</p> <p>16. Write a petition to the Spanish king to force Spanish colonists to stop abusing Native Americans in the colonies.</p> <p>17. Mission Life pros and cons – have students work in pairs to list in two-column charts the advantages and disadvantages of mission life for Native Americans.</p> <p>18. Research explorers and create a timeline of their discoveries.</p>	
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Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Unit 2 John Collins type 2 CFA 2 Formative: Written Test  <u>CFA 2.docx</u></p> <p>Unit 2 John Collins Type 2 CFA 3 Formative: Written Test  <u>CFA 3.docx</u></p> <p>Changes In Europe Writing Piece Summative: Expository Essay Given a list of events, students will choose an event in Europe that they believe had the biggest impact on history. They will need explain why the event they choose had a greater impact than other events.</p> <p> <u>Unit #1 Common Assessment</u>  <u>Unit #1 Common Assessment Rubric</u></p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p>	<ol style="list-style-type: none"> 1. Explain how and why events may be interpreted differently depending on the perspectives of participants, witnesses, reporters, and historians. 2. Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the creditability of sources used. 3. Locate appropriate resources. (IL) 4. Defend, qualify, or dispute differing interpretations/viewpoints of a given text. (IL) 5. Distinguish important information from minor details. (LA) 6. Consider a given text from a variety of perspectives: personal, cultural, literary, and historical. (LA) 7. Use content-specific tools, software, and simulations to support thinking, learning and problem solving. (Tech) 8. Locate and identify physical and political characteristics of Europe and the Americas. 9. Use R.A.C.E. written response strategy.

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The 13 English Colonies

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015

Wednesday, October 8, 2014, 9:58AM



Unit: The 13 English Colonies (Week 11, 8 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. For a culture to develop and thrive, a people must adapt to the physical environment.
2. For the common good of a society, identities, beliefs, and traditions must evolve.
3. A society needs to organize a government to prevent anarchy.

Essential Question(s)

What factors allowed each colonial region to grow and prosper?
 What led to the formation of an American identity?

Guiding Questions

Factual, Conceptual, Provocative

1. What were the advantages and disadvantages of the location of the first English settlements? (Factual)
2. What were the benefits and risks of colonizing America? (Conceptual)
3. What geographic features allowed the colonies to grow and prosper? (Factual)
4. What social and political factors caused Europeans to settle in America? (Factual)
5. How did settlers respond to religious and ethnic diversity in the New World? (Factual)
6. What ideals were shared by settlers in the colonies? (Conceptual)
7. Is it necessary for a group to compromise their identity, beliefs, and traditions in order to cooperate with diverse groups? (Provocative)
8. What aspects of English law influenced self-government in the colonies? (Factual)
9. What democratic tradition was planted in Jamestown? (Factual)
10. How did the Mayflower Compact and the Fundamental Orders of Connecticut set up governments by the people? (Factual)
11. What effect do issues with tolerance or intolerance have on establishing a representative government? (Conceptual)
12. How does a good government prevent anarchy? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

Key Ideas and Details

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


Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Analyze primary sources from Jamestown to explain the daily life of the colonists and their successes.
2. Compare and contrast Roanoke to the Jamestown settlements.
3. Classify the Colonial regions' economies.
4. Construct an argument to persuade more Europeans to relocate to a colony based on its

<ul style="list-style-type: none"> • RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Economics The Global Economy</p> <ul style="list-style-type: none"> • D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History Perspectives</p> <ul style="list-style-type: none"> • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. 	<p>political and social beliefs.</p> <p>5. Develop an understanding of the institution of slavery.</p>
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<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Conceptual Lens: Continuity/Change Strands: History, Geography, Economics, Culture, Politics and Government Topics: Colonial Regions, Regional differences, Physical geography, Religious and ethnic diversity, colonial economy, colonial government</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 2. Work independently and collaboratively to solve problems and accomplish goals. • 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
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<p>Core Learning Activities</p> <ol style="list-style-type: none"> 1. Create a travel brochure/postcard that shows how the environment affected cultural development in one of the four colonial regions. 2. Close reading Activity from <u>We Were There, Too!</u> "Eliza Lucas: Indigo Planter". 3. Create a comic strip outlining the early years of the Jamestown Settlement. 4. Close reading on Plymouth Plantation primary sources. 5. From the perspective of a colonist, write a persuasive letter convincing a family member to move to that designated region. 	<p>Resources</p> <p><i>Professional & Student</i> For the teacher:  http://www.plimoth.org/ www.chestercomix.com/ www.colonialwilliamsburg.com/ Classzone.com <u>We Were There, Too!</u> <u>American History: Beginnings to 1914</u> (Teacher's Edition) <u>American History: Beginnings to 1914</u> Teacher's supplemental material Unit Resource Book Document-Based Questions Practice Workbook Test Practice and Review Workbook</p>
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6. Analyze primary source materials from Jamestown.
7. Create a T-chart diagram that compares the benefits and the risks of colonization.
8. In a paragraph, explain why Roanoke failed. Use information from the text.
9. On an English colonial map label the resources that are found in each of the colonies. Explain in a paragraph how those resources enabled each colony/colonial region to grow and prosper.
10. Define mercantilism. Explain the relationship between the colonies and England. Create a visual that shows the benefits to the colonies and England.
11. Pretend you are a member of the House of Burgesses. As a member, explain what authority you have over the colony and what qualifications you hold that allow you to become a representative.
12. Write a brief essay on Puritan rules and values, and explain why the Puritans followed them.
13. Create a Venn diagram that compares and contrasts the Puritan congregations with the Church of England.
14. Explain why one particular colony is an advantageous place to move (geography, resources, culture). Defend your point of view.
15. Analyze the Primary sources of the Mayflower Compact and The Fundamental Orders of CT into more understandable language. Complete a close reading activity on both of the documents.
16. Explain how Massachusetts became a "seed colony" for the rest of New England. Role play that you are a founder of one of the "seed" colonies. Discuss why you left MA and how you went about settling your new colony.
17. Debate the question: Did the New England colonists believe in freedom and democracy?
18. Write an essay to explain the importance of tobacco in the development of the Southern colonies.
19. Create a timeline of the settlement of New Netherlands.
20. Create an original historical fiction short story set in Pennsylvania in 1682.
21. Create a map with visuals that shows the Triangular Trade that existed between New England, Europe, and the West Indies. Explain how New England profited from the Triangular Trade.
22. Analyze the words of enslaved African Olaudah Equiano, who described the Middle Passage. Summarize his description in a brief essay. (We Were There, Too!)
23. Write a paragraph explaining reasons for the huge increase in the number of imported slaves between 1680 and 1750.
24. Create a flow chart showing the development of the plantation system from the mid-1600s to the mid-1700s. Include an explanation of how major steps and factors related to the development of plantations.

Unit Transparency Book
 Best Practices Toolkit
 Power Presentations
 Easy Planner
 Test Generator
History of Us: Making Thirteen Colonies
Reading History: A Practical Guide to Improving Literacy
For the student:
American History: Beginnings to 1914 (Pupil Edition)
History of Us: Making Thirteen Colonies
We Were There, Too!

Assessments (Titles)




Establishing a Colonial Settlement

Graduation Standards

Information Literacy

Interdisciplinary Connections

Locate and identify physical and political

<p>Summative: Group Project Students will collaboratively design a successful early colonial settlement. They will ensure that the basic needs of the colonists are met, including:</p> <ul style="list-style-type: none"> • Government • Resources • Housing • Defense • Culture <p>Unit 3 Essay Summative: Expository Essay Students will write an essay explaining what factors allowed each colonial region to grow and prosper.</p> <p>Unit 3 John Collins Type 2 CFA 4 Formative: Written Test  CFA 4.docx</p> <p>Unit 3 John Collins Type 2 CFA 5 Formative: Written Test  CFA 5.docx</p> <p>Unit 3 John Collins Type 2 CFA 6 Formative: Written Test  CFA 6.docx</p>	<p><u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>characteristics of the 13 colonies on a map. (Geography) Create generalizations based on recognized relationships. (LA) Develops a thesis statement independently. (LA) Compare and contrast new facts/ideas. (IL) Select and apply technology tools for information analysis and research. (Technology) Complete a graphic organizer recognizing the differences of the colonial regions. Use R.A.C.E. written response strategy.</p>
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Causes of the American Revolution

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:00AM

Unit: Causes of the American Revolution (Week 19, 8 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Colonies may challenge the inherited rule of their mother country as they develop local social and political structures.
2. The conception of a national identity is due to the emerging beliefs and values of a people.
3. Abusive economic policies placed on subjects of a society can cause unrest.
4. A sovereign nation that restricts movements and boundaries on citizenry may lead to conflict.

Essential Question(s)

What drove the colonists to declare independence from Great Britain?

Guiding Questions


Factual, Conceptual, Provocative

1. How did competition in North America lead to the French and Indian War? (Factual)
2. How did the relationship between Britain and the colonies change after the French and Indian War? (Factual)
3. How did land ownership affect democracy in the colonies? (Factual)
4. How were colonial governments similar to and different from England's Parliament? (Factual)
5. How were English rights strengthened over the centuries? (Factual)
6. How were colonial rights affected by political changes? (Factual)
7. How are individual rights affected by political change? (Conceptual)
8. What democratic traditions were threatened by Parliament's policies? (Factual)
9. How did the American colonies differ from European societies? (Factual)
10. What features made the American social class system unique? (Conceptual)
11. How did the Great Awakening help pave the way for revolt against British authority? (Factual)
12. How did the Enlightenment influence the colonists? (Factual)
13. What factors create a nation's identity? (Provocative)
14. What does the Declaration of Independence say about government and the rights of the people? (Factual)
15. Why were colonists angered by the taxes placed on them by Parliament? (Factual)
16. In what ways did colonists protest British laws? (Factual)
17. How did people in the colonies participate in ongoing protests against the British? (Factual)
18. How did the colonists react when Parliament took over the colonial assemblies' power to tax? (Factual)
19. Why did fighting begin at Lexington? (Factual)

	<p>20. What causes colonies to rebel and war against their mother country? (Provocative)</p> <p>21. Why did Britain want to keep soldiers in the colonies, and how did the citizens feel about this action? (Factual)</p> <p>22. How did Britain respond to colonial protests? (Factual)</p>
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies Key Ideas and Details</p> <p>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.</p> <ul style="list-style-type: none"> RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <ul style="list-style-type: none"> RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 1 - Developing Questions & Planning Inquiries Determining Helpful Sources</p> <ul style="list-style-type: none"> D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History</p>	<p>Objective(s)</p> <p>Bloom/ Anderson Taxonomy / DOK Language</p> <ol style="list-style-type: none"> Evaluate the acts Great Britain placed on the colonists, and explain their impact on the American colonies. Summarize Thomas Paine's writings. Analyze the impact of the Boston Massacre on the rest of the colonies. Defend the positions of the Loyalists and Patriots from 1763-1775. Explain why many colonists remained neutral. Draw a conclusion on the act that had the greatest impact on the colonists.

<p>Change, Continuity, and Context</p> <ul style="list-style-type: none"> D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. <p>Perspectives</p> <ul style="list-style-type: none"> D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. <p>Causation and Argumentation</p> <ul style="list-style-type: none"> D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. 	
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i></p> <p>Conceptual Lens: Independence/Interdependence/Dependence</p> <p>Strands: History, Geography, Economics, Culture, Political Science and Government</p> <p>Topics: French and Indian War, Acts of British Parliament, Political groups, First and Second Continental Congress, and Declaration of Independence</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. 2. Work independently and collaboratively to solve problems and accomplish goals. 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
<p>Core Learning Activities</p> <ol style="list-style-type: none"> In your opinion, how did the Proclamation of 1763 affect the relationship between Britain and its colonies? Support your opinion with facts from the text. Close reading activity on Thomas Paine's <i>American Crisis</i> or <i>Common Sense</i>. Close reading activity of primary sources on the acts of Parliament. Close Reading activity <u>We Were There, Too!</u> "Christopher Seider and Samuel Maverick: Martyrs of the Revolution". "We Have an Old Mother" Ben Franklin poem analysis. Taking on the roles of reader, recorder, and reporter, answer how the relationship between Britain and the colonies changed after the French and Indian War. Create a biography of a lesser-known, but important person, who played a role in the events leading up to and during the American Revolution. Write a profile of that person and include visuals. Write a newspaper article from the perspective of someone who witnessed the Boston Massacre and sided with the Patriot cause. Then write an article 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>For the teacher: mission-us.org ("From Crown to Colony") gilderlehrman.org sheg.stanford.edu Classzone.com "John Adams" HBO series "America: the Story of US" series "The Revolution" History Channel <u>We Were There, Too!</u> <u>American History: Beginnings to 1914</u> (Teacher's Edition) <u>American History: Beginnings to 1914</u> Teacher's supplemental material Unit Resource Book Document-Based Questions Practice Workbook Test Practice and Review Workbook Best Practices Toolkit Power Presentations Easy Planner Test Generator <u>History of Us: From Colonies to Country</u> <u>Reading History: A Practical Guide to Improving Literacy</u></p> <p>For the student: <u>American History: Beginnings to 1914</u> (Pupil Edition) <u>History of Us: From Colonies to Country</u></p>

- that sides with the British. Decide which one you personally agree with and explain why you feel that way.
9. Create a graphic timeline outlining the causes of the American Revolution.
 10. Write a journal entry from the perspective of one of the Daughters of Liberty. Explain what you have done to protest the acts placed on the colonists by Parliament.
 11. Deliver a persuasive speech that defends a position on whether the Boston Tea Party was an act of patriotism or vandalism.
 12. Imagine you have joined the boycott of imported goods. Create a political pamphlet that expresses your opinion about British products. Include slogans and symbols from the time period.
 13. Analyze historical cartoons from the perspective of the British and the colonist. Explain both perspectives. Next create your own political cartoon from that time period.
 14. Draw a battle map of Lexington and Concord. Show the routes Revere, Dawes, and Prescott took, as well as British troop movement.
 15. Create a foldable of all of the acts and events that forced colonists to move towards independence with Britain.
 16. Choose one idea from Thomas Paine's *Common Sense*. Draw an illustration to go with the idea and create a caption for it.
 17. Take one section from the Declaration of Independence and translate it for the modern reader. Illustrate your translation to make it more understandable.
 18. Create a persuasive document to convince colonists to support independence.
 19. Summarize each of the five sections of the Declaration of Independence.
 20. Identify the signers of the Declaration of Independence who represented CT. Write a mini-biography of each.

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Mission US: For Crown or Colony Summative: Narrative Writing Assignment</p> <p>Unit 4 John Collins Type 2 CFA 7 Formative: Written Test  <u>CFA 7.docx</u></p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Written Performance 	<p>Make inferences and draw conclusions based upon multiple primary sources. (History)</p> <p>Defend, qualify or dispute differing interpretations/viewpoints of multiple sources. (IL)</p> <p>Compose journal, reader response, expository, or persuasive writing independently. (LA)</p> <p>Support thesis with clearly presented evidence and appropriate technical vocabulary specific to content. (LA)</p> <p>Apply technology tools for research. (Technology)</p> <p>Locate and identify specific events on a map. (Geography)</p> <p>Make reasonable inferences from explicit and implicit information. (LA)</p>

Use R.A.C.E. written response strategy.

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American Revolution

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015

Wednesday, October 8, 2014, 10:01AM



Unit: American Revolution (Week 27, 8 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A successful revolution requires strong leaders with clear strategies to effect change.
2. People must adapt to the physical environment and available resources in order to stage a successful revolution.
3. A successful revolution depends on contributions from all levels of society.

Essential Question(s)

How did the 13 colonies win their independence from the British Empire?

Guiding Questions

Factual, Conceptual, Provocative

1. How did Washington reverse a series of defeats? (Factual)
2. How did Washington's leadership enable him to build an army and keep it together? (Conceptual)
3. What types of strategies implemented by American leaders proved successful in winning the Revolutionary War? (Factual)
4. How might the geography of the United States have affected the course of the war? (Conceptual)
5. What was the advantage of fighting close to home for the Americans? (Factual)
6. What geographic advantage did the American militia have over the British? (Factual)
7. How did the spread of the war to the frontier affect the war? (Factual)
8. How did Americans expand the naval war? (Factual)
9. What happened when the British shifted the war to the South? (Factual)
10. How could the geography of a country hinder the goals of an invading nation? (Conceptual)
11. How did popular support from Americans help the Patriot cause? (Factual)
12. In what ways did the militia assist American troops? (Factual)
13. Why would a foreign country give aid to another country's war? (Provocative)
14. In what ways was the Revolution like a civil war? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Describe Washington's struggles and successes as a leader.
2. Compare and contrast the leadership of the British and the American generals.
3. Analyze the impact of geography during the

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

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

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics

Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Perspectives

- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

- American Revolution.
4. Synthesize multiple sources to depict how the "individual's role" impacted the American Revolution.
 5. Investigate critical turning points during the American Revolution.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Conflict/Cooperation

Strands: History, Geography, Economics, Political Science/Government, Culture

Topics: Battle locations, troop movement, troop makeup, Northern strategy, Southern strategy, Leadership, Valley Forge, foreign alliances

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

1. Recruitment Slogan –Students will write a slogan encouraging citizens to enlist in Washington's army.
2. Design and create a book jacket for chapter 7 to summarize and illustrate the chapter's contents.
3. Comparing Perspectives: Hear recordings of Patriot and Loyalist debates at the Research and Writing Center of classzone.com to analyze primary sources. Students should understand the War for Independence was both a revolutionary and a civil war.
4. Analysis of individual's role – Students will discuss and then write two paragraphs stating whether or not the

Resources

Professional & Student

For the teacher:

mission-us.org ("From Crown to Colony")

gilderlehrman.org

sheg.stanford.edu

Classzone.com

"John Adams" HBO series

"America: the Story of US" series

"The Revolution" History Channel

"Liberties Kids" series


American History: Beginnings to 1914 (Teacher's Edition)

following quote applies to the American Revolution:
 "Revolutions are the periods of history when individuals count most." (Norman Mailer, Barbary Shore)

5. Timeline discussion to see Saratoga set the tone for the Revolution and boosted America's confidence for winning the war.
6. Paraphrase Paine's quotation on p. 199 into simpler language. Discuss why Paine's original text was so influential.
7. Project the animated map of Revolutionary America (pp 192-193) for the students to virtually explore the strategic advantages and disadvantages of geographic features in fighting the war.
8. Comparing Leaders – As students read through chapter 7, they should look for examples of Washington's leadership, then compare his leadership qualities to those of British generals described in this chapter.
9. Analyze British strategy using the interactive animated map of War in the North 1777. Map can be found at classzone.com and on p. 200 of the textbook.
10. Create a timeline of relevant events in the war through the American victory at Saratoga, and explain why each event was relevant.
11. Analyze the political cartoon on p. 206 to point out that what began as a revolution soon involved several European countries.
12. Identify historic details of American Revolutionary War battles, and compare formal battle tactics with guerrilla warfare using animated battle tactics at classzone.com.
13. Draw on prior knowledge and connect to the success of a revolution by drawing a circle on the board with the word "Revolution" inside. Students must be silent and communicate only by writing in the circle meanings, comments, etc. and drawing lines to connect the ideas.
14. Working in small groups, students are to research and create a poster about a specific battle in the Revolutionary War. The poster should demonstrate the roles of geography and strategy in the outcome of the battle.
15. Research how Americans expanded the role of naval warfare in their fight against Britain, and present findings in a classroom exhibit.
16. Have students work in pairs to investigate and report on militia groups from an area in the early states. They should be looking for ways in which the groups supported the Patriots.
17. Create an advertisement from the perspective of the French or Spanish monarch to persuade the people of their country to join the Revolutionary War on the side of the Americans.
18. Working in pairs, students will identify a battle or event from chapter 7 section 3, and write about it from opposing perspectives. This activity should highlight strong leaders and their strategies.
19. Analyze the strategy at the Battle of Yorktown with the use of its interactive animated map from Classzone.com.
20. Deliver a victory speech from the perspective of George Washington proclaiming the American victory upon Cornwallis's surrender at Yorktown.

American History: Beginnings to 1914 Teacher's supplemental material
 Unit Resource Book
 Document-Based Questions Practice Workbook
 Test Practice and Review Workbook
 Best Practices Toolkit
 Power Presentations
 Easy Planner
 Test Generator
History of Us: From Colonies to Country
Reading History: A Practical Guide to Improving Literacy
 American Revolution
For the student:
American History: Beginnings to 1914 (Pupil Edition)
History of Us: From Colonies to Country

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
American Revolution Battle	Information Literacy	

<p>Research Project Summative: Personal Project Students will research, access, and gather information from primary and secondary sources on a battle or event during the American Revolution of their choice. Students will be tasked with integrating their research into a "museum piece". Their final product will include both a written and visual component.</p> <p>Unit 5 John Collins Type 2 CFA 8 Formative: Written Test  CFA 8.docx</p>	<p>Problem Solving Spoken Communication Written Performance</p>	<ol style="list-style-type: none"> 1. Gather information from multiple sources and record on a graphic organizer to analyze the significance of events. (Technology) 2. Locate and identify geography of American Revolution 3. Map skill: key, scale, and relative location. (Geography) 4. Illustrate territorial changes. 5. Compare and contrast new facts/ideas. (IL) 6. Combine ideas to make new generalizations. (IL) 7. Compose to explain, inform, describe, persuade, or narrate an experience. (LA) 8. Make associations/connections, collaborate with peers to generate ideas, consult a variety of sources, use a writer's notebook/journal, dramatize and/or free write. (LA) 9. Use R.A.C.E. written response strategy.
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America: Creating a New Nation

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:03AM

Unit: America: Creating a New Nation (Week 35, 3 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A fundamentally sound framework for government creates a strong central authority recognizing regional differences while unifying the nation.
2. A national government must have economic and political power for the greater good of the country, as opposed to the rights of the individual states.
3. Basic principles of modern of government fuse past and present beliefs, values, and experiences.

Essential Question(s)

Why did the Founding Fathers create a new Constitution?

Guiding Questions

Factual, Conceptual, Provocative

1. Why did America's leaders want a republic and not a monarchy? (Factual)
2. What did the states want from a national government? (Factual)
3. How did some leaders hope to solve the problems of a weak national government? (Factual)
4. Why do some citizens fear a strong centralized authority? (Provocative)
5. What basic weakness of the newly formed national government did Shay's Rebellion expose? (Factual)
6. What domestic and foreign problems did the Confederation face under the Articles of Confederation? (Factual)
7. Why was the Northwest Ordinance a big success for the Confederation Congress? (Factual)
8. Did the Articles of Confederation help to divide or unite the country? (Factual)
9. What issues prompted the call for a Constitutional Convention? (Factual)
10. How did the Constitutional Convention compromise over slavery? (Factual)
11. Is a centralized authority necessary for an orderly society? (Provocative)
12. What were some of the major challenges facing the Constitutional Convention? (Factual)
13. How were states' rights protected under the new government? (Factual)
14. How might Americans be affected if the rights of citizens were not protected in our Constitution? (Provocative)
15. What experiences with English law influenced belief in human rights and representation in the development of America's government? (Factual)

Standard(s)

Content and CCSS
CCSS: Literacy in History/Social Studies, Science, &

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

Key Ideas and Details

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

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics

Civic and Political Institutions

- D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 3 - Evaluating Sources & Using Evidence

Developing Claims and Using Evidence

- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

1. Evaluate the weaknesses of the Articles of Confederation.
2. Compare and contrast the New Jersey and Virginia plans.
3. Analyze the writings of Federalists and Anti-Federalists concerning the ratification of the United States Constitution.
4. Research a member of the Constitutional Convention to determine the importance of his role.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Systems

Strands: History, Geography, Economics, Politics, Government, Culture

Topics: Articles of Confederation, Shay's Rebellion, Northwest Ordinance, Roots of American Democracy, compromises, ratification, Bill of Rights

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a

- variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Core Learning Activities

1. Preview the Confederation Era using the interactive animated map of the US population in 1790 at classzone.com.
2. Create a proposal (Problem/Solution) writing template. Students are to identify the problems with the Articles of Confederation and propose a specific plan to solve the problem.
3. Cause and Effect Chart – Have students draw a two-column chart. Label one side “Powers Denied” and the other “Effects.” Fill in the first column with powers denied Congress under the Articles of Cofederation. Students should fill in the effects column from the text and discuss the weaknesses of the Articles of Confederation.
4. Create posters that advocate a strong or a weak national government from the point of view of one of the 13 original states.
5. Prepare for the Constitutional Convention by dividing the class into groups, some representing the North and some representing the South. Each group comes up with a list of objectives they hope to achieve at the Convention and then they create a framework for a government to be presented to the class.
6. Analyze and evaluate the arguments of Madison and Mason for and against ratification by drawing spider maps to summarize the viewpoints of each from the primary sources on pp. 255 and 256 of the textbook.
7. Compare and contrast the NJ Plan with the VA plan using the writing templates from pp. 80-81 in the Best Practices Toolkit.
8. “Great Compromise” play – have groups of students write and perform short plays about the debate at the Constitutional Convention over state representation in Congress.
9. Compare perspectives of the Federalists and Anti-federalists by hearing and analyzing the debate at the Research and Writing Center – Classzone.com
10. Write a journal entry as a delegate to the Constitutional Convention describing your feelings on the process and its importance.
11. Create a poster or political cartoon supporting or opposing the Constitution.

Resources

Professional & Student

For the teacher:

- gilderlehrman.org
- pbs.org
- Classzone.com
- "Liberties Kids" Shay's Rebellion episode
- "Peanuts: The Constitutional Convention" movie
- "Ten Days That Shocked The World" Shay's Rebellion
- American History: Beginnings to 1914 (Teacher's Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Best Practices Toolkit
- Power Presentations
- Easy Planner
- Test Generator
- History of Us: From Colonies to Country
- Reading History: A Practical Guide to Improving Literacy

For the student:

- American History: Beginnings to 1914 (Pupil Edition)
- History of Us: From Colonies to Country

Assessments (Titles)

Unit 6 John Collins Type 2 CFA 9
Formative: Written Test
CFA 9.docx

Federalist vs anti-federalist
Summative: Other oral assessments
Students are tasked with picking a side in the debate of whether or not to

Graduation Standards

- Information Literacy
- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

1. Complete a graphic organizer identifying weaknesses of the Articles of Confederation.
2. Select accurate and valid information from a variety of resources. (IL)
3. Trace geographic expansion of the early United States.

support ratification of the Constitution. They must support the side they choose, while also creating a rebuttal for opposing view points.

- (Geography)
4. Use content specific tools, software, and simulations to support thinking and learning. (Technology)
 5. Predict possible outcomes of the economic system.
 6. Make reasonable inferences from explicit and implicit information. (LA)
 7. Consider a given text from a variety of perspectives: personal, cultural, literary and historical. (LA)
 8. Use R.A.C.E. written response strategy.

[<< Previous Year](#)

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GLOBAL AMERICAN HISTORY II

Grade 8



Newtown Public Schools
Newtown, CT



Newtown Public Schools



Browse Unit Calendars > Global American History II

San Angelo, Andrew

Grade 8 | Social Studies | Newtown Middle School

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:										
<u>A New Nation</u>	1-5	6-8	9-10	11-15	16-20	21-25	26-30	31-35	36-40	
<u>The Developing Nation</u>		1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	
<u>Manifest Destiny</u>				1-5	6-10	11-15	16-20	21-25	26-30	31-35
<u>Causes of the Civil War</u>				1-5	6-10	11-15	16-20	21-25	26-30	31-35
<u>Civil War</u>				1-5	6-10	11-15	16-20	21-25	26-30	31-35
<u>Reconstruction</u>								1-5	6-10	11-15
<u>The Rising Nation</u>									1-5	6-10

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A New Nation

San Angelo, Andrew Middle School | **Global American History II** | Grade 8 | Social Studies | Newtown
Middle School | 2014-2015



Wednesday, October 8, 2014, 10:07AM

Unit: A New Nation (Week 1, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. In order for a nation to thrive, its government must be willing to address controversial issues to benefit the common good.
2. Regional wants and needs can create conflicts, which impede national unity.
3. A nation's physical geography shapes its economic power and foreign policy.
4. A nation establishes its identity, in part, by its interactions with other countries.
5. Economic policies help determine the strength of a nation's foreign relations and domestic growth.

Essential Question(s)

1. How did domestic and foreign events challenge the first two presidents?
2. How did the events of the Jefferson Era (1800 – 1816) strengthen the developing nation?

Guiding Questions

Factual, Conceptual, Provocative

1. What controversies did the new nation need to address? (Factual)
2. Why do nations need to address controversial issues? (Conceptual)
3. Were the nation's controversies more domestic or foreign in nature? (Factual)
4. What happens when a nation fails to address its controversial issues? (Conceptual)
5. Can a nation thrive if it ignores its controversial issues? (Provocative)
6. What were the differences between the political parties? (Factual)
7. How does regionalism affect national unity? (Conceptual)
8. How did the country's economic wants and needs differ by region? (Factual)
9. How does a country develop unity out of conflicting wants and needs? (Conceptual)
10. What were the physical characteristics of the country post-Louisiana Purchase?
11. (Factual)
12. What resources existed in the new nation? (Factual)
13. How do a nation's resources influence its economy? (Conceptual)
14. How does a country's physical geography affect its foreign policy? (Conceptual)
15. With what foreign countries did the United States interact? (Factual)
16. Over what issues did they interact? (Factual)
17. How do foreign relationships help establish national identity? (Conceptual)
18. What were the new nation's economic policies? (Factual)
19. What were the effects of these policies? (Factual)
20. How can a nation strengthen itself through its economic policies? (Conceptual)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

Key Ideas and Details

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

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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.

- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing

Text Types and Purposes

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

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Describe the decisions made by George Washington & Congress that established precedents in America.
2. Describe both domestic & foreign challenges faced by our new nation.
3. Summarize both domestic & foreign issues dividing Americans during John Adam's Presidency.
4. Summarize Thomas Jefferson's views on democracy.
5. Analyze the impact of Marbury v. Madison.
6. Identify the boundaries of the Louisiana Purchase & *explain* how it changed the United States.
7. Summarize the Lewis & Clark Expedition.
8. Describe the events that led to the War of 1812.
9. Summarize the legacy of the War of 1812.

- WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 1 - Developing Questions & Planning Inquiries

Constructing Compelling Questions

- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Determining Helpful Sources

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Change, Continuity, and Context

- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Systems

Topics

- Domestic and foreign policy
- Presidencies of Washington, Adams, Jefferson, Madison
- War of 1812
- Louisiana Purchase
- Lewis and Clark
- Bank of U.S.
- Trade with
- Britain and France
- Embargo
- Debt/deficits
- Political parties
- Elections
- Treaties
- Political attacks
- Competing views
- Respect

Concepts

- Conflict

Skills

Transferable skills that students must be able to DO

- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about a historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on a historical event or social studies issue, and support it with relevant evidence.
5. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
6. Participate in formal and informal debates on social studies-related issues.

- Physical environment
- Geographic locations
- Needs/wants
- Trade
- Financial institutions
- Rule of law
- Limited government
- Individual rights
- Power
- Values and principles

7. Compare and contrast two or more interpretations of a historical event.
8. Analyze the range of options available to an individual in a historical situation.
9. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
10. Use prior knowledge and information to support generalizations. (Reading)
11. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
12. Create a summary. (Reading)
13. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
14. Use R.A.C.E. written response strategy.


Core Learning Activities

1. Write and/or perform a short skit demonstrating the challenges that a new leader faces.
2. Discuss and debate: How can a leader effectively deal with conflict?
3. Film: Show selections from *Founding Brothers* [A&E, no rating] to demonstrate controversial issues of the new nation.
4. Prepare and enact a debate between Federalists and Democratic-Republicans, and propose a resolution to the conflict.
5. Relate Washington's definition of "U.S. interests" to current examples of U.S. interest.
6. Describe ways in which Washington's presidency set precedents that shaped our political traditions, then discuss: How do political precedents become outdated?
7. Write a persuasive letter on Federal payment of state war debts.
8. Compare and contrast the elections of 1796 and 1800, and explain how issues and political parties determined the outcome of each.
9. Discuss: Why does rebellion occur? What are causes and effects of rebellion?
10. Write a letter from the British viewpoint concerning the encroachment of the Americans into the Northwest Territory.
11. Create a political cartoon illustrating your support of, or opposition to, a political figure of the era.
12. Design a symbol for the new republic. What message will your symbol convey?
13. Write a newspaper article about the Lewis and Clark Expedition.
14. Create a map of the movements of the Lewis and Clark Expedition.
15. Compare the Lewis and Clark Expedition to a space voyage.
16. Analyze Jefferson's orders to Meriwether Lewis.
17. Write a song about the War of 1812.
18. Using the Constitution, determine the origins of Constitutional Review.
19. In small groups, determine the constitutionality of various modern cases using the process of Judicial

Resources

Professional & Student

For the Teacher

- American History text (Teacher's Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- The Presidents--DVD
- Journals of Lewis and Clark
- Lewis and Clark and the Corps of Discovery-DVD
- History of Us: New Nation
- Founding Brothers-DVD
- War of 1812—DVD
- UnitedStreaming.com—Lewis and Clark Expedition, The
- *A More Perfect Union* DVD [National Center for Constitutional Studies]
- *500 Nations* DVD [Warner Home Video]
- Infinity Learning – "The XYZ Affair" [ https://www.youtube.com/watch?v=uw0KcA59_8s]
- "The Battle of New Orleans" – Johnny Horton, song
- iconn.org
- Edmodo

For Students

- American History text (Student Edition)
- McDougal Littell Workbooks and Supplementary Materials
- www.classzone.com
- History of Us: New Nation

<p>Review. 20. Analyze patriotic songs.</p>	<ul style="list-style-type: none"> Edmodo Website 	
<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 9 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize Hamilton’s plan to address the nation’s economic issues.</p> <p>Chapter 10 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Explain how the Louisiana Purchase changed the country.</p> <p>Quarterly Research Assessment Summative: Personal Project Quarterly Research Based Assessment Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students’ ability to conduct research and present findings. ~ A properly supported claim is evident. ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.</p> <p>Essential Question How did the events of the Jefferson Era (1800 – 1816) strengthen the developing nation?</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Compute per capita debt Journal entry from British point of view Determine causes of fallen trees Art – Neo-classical building sketch Code a message to Jefferson Compare word meanings: “draft” and “impressment” Flora and fauna on the Expedition of Discovery Music – perform back-country folk music</p>

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The Developing Nation

San Angelo, Andrew **Global American History II** Grade 8 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:07AM

Unit: The Developing Nation (Week 6, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. The development of a national identity has both positive and negative consequences.
2. In order for a nation to grow, its people must experience conflict.
3. People may show more loyalty to the state or region in which they live than to their nation.
4. Power and authority increase as economic status is enhanced.
5. Strong leadership can assert its authority over a developing nation.

Essential Question(s)

1. How did forces and events affect national growth and unity?
2. In what ways did Andrew Jackson's presidency impact the nation?

Guiding Questions

Factual, Conceptual, Provocative

1. How did Nationalism develop in the United States? (Factual)
2. What are the products of Nationalism? (Conceptual)
3. How did Nationalism exclude groups of people in the early 1800s? (Factual)
4. What conflicts contributed to the nation's growth in the early 1800s? (Factual)
5. How does conflict encourage national growth? (Conceptual)
6. How do the people of a nation benefit from its growth? (Conceptual)
7. Why was slavery important to the South? (Factual)
8. As nationalism grows, how does sectionalism threaten national unity? (Conceptual)
9. How did the North and the South respond to their differing opinions? (Factual)
10. How is diversity tolerated in different regions? (Conceptual)
11. How does a nation improve its economic status? (Conceptual)
12. What is the relationship between power and authority within a government? (Provocative)
13. What did America produce to increase its economic power? (Factual)
14. How did the Industrial Revolution change the way people worked? (Factual)
15. How do leaders assert authority? (Conceptual)
16. How did Andrew Jackson change the power and authority of the presidency? (Factual)
17. Who were America's strong leaders circa 1825? (Factual)
18. When does strong leadership turn into abuse of power? (Provocative)
19. How does a strong leader impact foreign policy? (Conceptual)

Standard(s)

Content and CCSS
CCSS: Literacy in History/Social Studies, Science, &

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

Key Ideas and Details

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

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing Text Types and Purposes

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

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Economics
Economic Decision Making

- D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and

1. Identify factors that led to the Industrial Revolution and new manufacturing methods, inventions, etc.
2. Summarize how the Industrial Revolution transformed the United States.
3. Explain how the cotton gin dramatically increased slavery in the U.S.
4. Summarize how our democracy changed under Andrew Jackson's presidency.
5. Summarize the effect of the Indian Removal Act on Native Americans.

society.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Geography

Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Change, Continuity, and Context

- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

Content/Topics

*Critical content that students must **KNOW***

Conceptual Lens: Systems

Topics:

1. Industrial Revolution
2. Nat Turner
3. Andrew Jackson
4. States' rights
5. Indian Removal
6. Trial of Tears
7. Mill towns
8. Canal system
9. National Road
10. Factory system
11. Inventions
12. Growth of slavery
13. American System
14. McCulloch vs. Maryland
15. Jackson and the National Bank
16. Nationalism
17. Monroe Doctrine
18. Missouri Compromise
19. Sectionalism
20. Doctrine of Nullification
21. Whig party
22. Nationalism
23. Assimilation of Native Americans

Concepts:

1. Industrial growth
2. Trade
3. Power and authority
4. Participation in government
5. Urbanization
6. International conflict
7. Expansion
8. Banks and financial institutions

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
 - 2. Work independently and collaboratively to solve problems and accomplish goals.
 - 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
 - 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
 - 7. Other.
1. Compare information about a historical event using a variety of primary sources.
 2. Interpret primary and secondary sources to determine accuracy and validity.
 3. Analyze maps and charts to support conclusions about historical events.
 4. Participate in formal and informal debates on social studies-related issues. Prepare an interpretive report on a historical question using appropriate visual evidence.
 5. Compare and contrast two or more interpretations of a historical event.
 6. Cite evidence to support and/or critique a historian's interpretation of an event.
 7. Analyze the range of options available to an individual in a historical situation.
 8. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
 9. Use prior knowledge and information to support generalizations. (Reading)
 10. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
 11. Create a summary. (Reading)

<ul style="list-style-type: none"> 9. Resources 10. Labor 11. National identity 12. Political culture and conflict 13. Diversity 14. Identity 15. Individual responsibilities 	<ul style="list-style-type: none"> 12. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.) 13. Extrapolate and combine relevant information from texts. (Reading) 14. Apply technology tools for research and problem solving. (Tech.) 15. Use R.A.C.E. written response strategy
<p>Core Learning Activities</p> <ol style="list-style-type: none"> 1. Animated History: An American Textile Mill. Analyze components of the mill system and explain how societal changes impacted 2. America. Assess the decline of the mills and their effect on society. 3. Agree/ disagree with this statement: Working at a textile mill was a good opportunity for young women in the 1800s. 4. Compare and contrast nationalism and sectionalism. 5. Read and discuss the Monroe Doctrine. How did the United States see itself, and how did it want to be seen by other nations? 6. Discuss and debate: Did the mills improve mill workers' lives? 7. Describe an invention, its design, its creator, and how it changed society. 8. Write a persuasive letter regarding the Missouri Compromise. 9. Examine the expectations of the framers of the Constitution regarding slavery. 10. Mill Times video: Compare and contrast "cottage industry" to the newly developed mills. Discuss the rise of the mills. 11. Agree/ disagree with this statement: Because of settlers' demands, the U.S. government had no choice but to move the Native Americans west of the Mississippi River. 12. Discuss whether the framers of the Constitution expected slavery to die off when they abolished the slave trade in 1808. 13. Was the Doctrine of Nullification a cause of the Civil War? Discuss. 14. Cause and effect: President Jackson and how his policies impacted the United States. 15. Compare and contrast economic downturns throughout American history and describe how they have influenced society. 16. Role play: "Face the Nation" on the topic of the Doctrine of Nullification and the issue of states' rights from the points of view of John C. Calhoun and Daniel Webster. 17. Write song lyrics or make a model of a monument about the Trail of Tears. What message would your song or monument convey? 18. Compare and contrast the elections of 1824 and 1828, and explain the role of the electoral college. 19. Create a political cartoon illustrating support for, or opposition to, Andrew Jackson. 20. Based on Sequoya's alphabet, create a new language for the classroom. 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>For the teacher:</p> <ul style="list-style-type: none"> • American History text (Teacher's Edition) • American History: Beginnings to 1914 Teacher's supplemental material • Unit Resource Book • Document-Based Questions Practice Workbook • Test Practice and Review Workbook • Unit Transparency Book • Best Practices Toolkit • Daily Test Practice Transparencies • Power Presentations • Easy Planner • Test Generator • www.classzone.com • 500 Nations—DVD • President's March—Song • Mill Times—DVD • History Of Us: New Nation • Jackdaws: Nat Turner: Slave Revolt • The Presidents—DVD • American Experience: Roots of the Underground Railroad • UnitedStreaming.com: America in a Changing World, 1793-1799 • Jackdaws: The American Industrial Revolution • <i>The Jackson Years: The New Americans</i> DVD [Phoenix Learning Group] • <i>Andrew Jackson: Good, Evil and the Presidency</i> DVD [PBS] • iconn.org • Edmodo • History of US: New Nation <p>For the student</p> <ul style="list-style-type: none"> • American History text (Student Edition) • McDougal Littell Workbooks • www.classzone.com • History Of Us: New Nation • Edmodo

21. Conduct a mock election.		
<p><u>Assessments (Titles)</u></p> <p>Chapter 11 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Explain the effect of the cotton gin on slavery in the South.</p> <p>Chapter 12 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the effect of the Indian Removal Act on Native Americans.</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Solve and create equations – Morse code system • Erie Canal – engineering; diagram water power • Music – perform spirituals and explain their hidden meanings • Elections of 1824 and 1928 – popular vs electoral votes; explore how inflation affects Americans today • Cause-and-effect chain related to economics in history; explore the Cherokee language; write an article for the Cherokee <i>Phoenix</i> • Research weather conditions during the Trail of Tears. • Art – create a political cartoon; Civics – Rachel Jackson and campaign politics

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Manifest Destiny

San Angelo, Andrew **Global American History II** Grade 8 | Social Studies | Newtown Middle School | 2014-2015

Wednesday, October 8, 2014, 10:08AM



Unit: Manifest Destiny (Week 11, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A country's interests and needs will strongly influence its values and principles.
2. Countries will clash when their needs and interests are in conflict.
3. When people are faced with limited personal choices and resources, they will do what is necessary to force change.
4. Although immigrants are often torn between their old cultural beliefs and those of their new home, their cultural identity will blend with those with whom they come into contact.
5. In order for a nation to grow, it must take advantage of the opportunities that are presented.

Essential Question(s)

1. How did Westward Expansion transform the nation?
2. How did immigration and social reform change the nation in the mid-1800s?

Guiding Questions

Factual, Conceptual, Provocative

1. Who determines a country's interests and needs? (Conceptual)
2. What interests and needs influenced westward movement? (Factual)
3. What principles and values of the pioneers helped establish new territories? (Factual)
4. What international conflicts did Manifest Destiny cause? (Factual)
5. What needs and interests push nations into conflict? (Conceptual)
6. Why might needs and interests of countries conflict? (Conceptual) A. Why did adventurers and pioneers follow trails west? (Factual)
7. How did the pioneers change the West? (Factual)
8. When faced with limited resources, how will people try to force change? (Conceptual)
9. Are there limits to what people will do to force change? (Conceptual) A. How does immigration of cultures and beliefs change a nation? (Conceptual)
10. How do immigrants create a diverse society? (Conceptual)
11. How did immigrants change America? (Factual)
12. What beliefs and values did the pioneers contribute to the new Western culture? (Factual)
13. What challenges does a nation face as it expands? (Conceptual)
14. What opportunities did expansion present to the United States? (Factual)
15. Why does a nation take on new challenges? (Conceptual)
16. How did the United States take advantage of its opportunities? (Factual)
17. Must conquest be part of national expansion? (Provocative)

Standard(s)	Objective(s)
<p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <p>CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 1 - Developing Questions & Planning Inquiries Determining Helpful Sources</p> <ul style="list-style-type: none"> • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> • D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. <p>Historical Sources and Evidence</p> <ul style="list-style-type: none"> • D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected 	<p>Bloom/ Anderson Taxonomy / DOK Language</p> <ol style="list-style-type: none"> 1. Explain the reasons why the early pioneers moved West & Summarize the challenges people faced in settling the West. 2. Summarize changes in Spanish Texas that led to the Texas Revolution & the creation of the Lone Star Republic. 3. Summarize American support for Manifest Destiny. 4. Explain the impact of victory of Mexico. 5. Summarize the effects of the California Gold Rush. 6. Explain why the immigrant groups came to America in the mid 1800s. 7. Describe the efforts of the abolitionists in the 1800s to end slavery. 8. Explain how the abolition movement led to the fight for women's rights.

from different kinds of historical sources.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 3 - Evaluating Sources & Using Evidence

Gathering and Evaluating Sources

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Systems

Topics:

1. Trails West
2. California Gold Rush
3. Mexican independence
4. Texas' independence
5. War with Mexico
6. Hardships of travel
7. Climate of the West
8. Discovery of the South Pass
9. International and territorial borders
10. Pioneers' motivations
11. Demand for fur
12. Land acquisition
13. Political disputes
14. Polk
15. Manifest Destiny
16. Santa Anna
17. Slavery
18. Respecting international borders and laws
19. Religion
20. Fighting for a cause
21. Immigration

Concepts:

1. Domestic and foreign policy
2. Migration
3. Expansion
4. Settlement patterns
5. Geographical locations
6. Population density
7. Physical environment
8. Labor
9. Needs/wants
10. Goods and services
11. Authority
12. Governmental systems
13. Political cultures
14. Roles, rights, and responsibilities
15. Rule of law
16. Individual rights
17. Values and principles
18. National identity

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on a historical event or social studies issue and support it with relevant evidence.
5. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
6. Participate in formal and informal debates on social studies-related issues.
7. Prepare an interpretive report on a historical question using appropriate visual evidence.
8. Compare and contrast two or more interpretations of an historical event.
9. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
10. Use prior knowledge and information to support generalizations. (Reading)
11. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
12. Create a summary. (Reading)

19. Diversity

13. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info.Lit.)
14. Extrapolate and combine relevant information from texts. (Reading)
15. Apply technology tools for research and problem solving. (Tech.)
16. Use R.A.C.E. written response strategy.

Core Learning Activities

1. Compare a pre-1821 map of the United States with a present-day map. Discuss how the changes came about, and what they meant to the people of the United States
2. Debate settlement in Texas using the information found in the "Comparing Perspectives" sidebar on page 428 in the textbook.
3. Create a brochure or prezi to convince settlers to move to the Austin colony.
4. Create a political cartoon illustrating your support of, or opposition to, annexation of Texas.
5. Create a political cartoon illustrating your support of, or opposition to, annexation of Texas.
6. Prepare and deliver a series of news reports from any of the following: the Alamo, the Great Salt Lake, Fort Laramie, Gold Country.
7. As a mountain man, write a letter home describing what your life is like.
8. Write a persuasive letter to President Polk in support of, or opposition to, war with Mexico.
9. With two partners, take the part of either Henry Clay, Senator Lincoln, or President Polk, and Debate America's entry into a war with Mexico.
10. Create a brochure or prezi enticing settlers to come to a boom town in Gold Country.
11. Script a short film about life on the Oregon Trail.
12. Create several journal entries from the point of view of a Mexican citizen finding out that he is now living in America.
13. As a member of the Church of Jesus Christ of Latter-Day Saints, write a letter to Brigham Young.
14. Create an advertisement for a travel company that takes people to the West.
15. Describe challenges of the Oregon Trail from the point of view of various pioneers.
16. Create "baseball cards" for historical figures of the era.
17. Create a travel plan for a pioneer family.
18. Compare and contrast perspectives of Mexicans and Anglo Americans regarding Anglos settling in Mexico.
19. Play a web-based role-play game on Texas Independence.
20. Using primary sources, analyze Americans' viewpoints on the Mexican-American War.

Resources

Professional & Student

For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- The Presidents--DVD
- Oregon Trail software
- Battle of the Alamo—DVD
- Mindsparks: Manifest Destiny
- History of Us: Liberty for All?
- UnitedStreaming.com:
- Settlers Expand the Land
- Santa Fe Trail
- Boom or Bust: Mining and the Opening of the American West
- Trail to Riches: The California Gold Rush and Settlement of the Pacific Northwest
- Jackdaws – Mexican War
- Texas Independence RPG [🌐]
http://www.txindependence.org/washington_game.php
- America on the seas [🌐]
<http://amhistory.si.edu/onthewater/>
- California [🌐]
<http://www.calisphere.universityofcalifornia.edu/>
- *American History Through Folksong* by Keith McNeil – CD, NMS library
- iconn.org
- History of Us: Liberty for All?
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com

- History of Us: Liberty for All?
- Edmodo

<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Chapter 13 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Identify the reasons why early pioneers moved west.</p> <p>Chapter 14 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Explain the challenges that immigrants faced in America.</p> <p>Quarterly Research Assessment Summative: Personal Project Quarterly Research Based Assessment Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students' ability to conduct research and present findings. ~ A properly supported claim is evident. ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.</p> <p>Essential Question How did Westward Expansion transform the nation?</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Quilt geometry • Create a journal entry as a settler heading west • Report on the effect of altitude on the body's ability to function • Impacts of potato famine on populations of Ireland and the United States • Prepare and perform a play about the labor movement • Find out how gold is created • Art - create a scientific illustration; Civics – how to become a US citizen; Civics – Women's rights, then and now

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Causes of the Civil War

San Angelo, Andrew Middle School | 2014-2015
Global American History II Grade 8 | Social Studies | Newtown



Wednesday, October 8, 2014, 10:09AM

Unit: Causes of the Civil War (Week 16, 7 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Economic disparity within a country leads to a divided nation.
2. Personal resolve of reformers can change the social conscience of a nation.
3. When the rights of citizens become more significant than the national interest, conflict will arise.
4. Compromise can settle differences, but there comes a time when compromise is no longer possible.
5. Unresolved differences inevitably lead to conflict.

Essential Question(s)

1. How much risk is acceptable in order to obtain freedom?
2. Can a person compromise where his or her own freedom is concerned?
3. How did issues and events shatter the nation's unity and lead to civil war?

Guiding Questions

Factual, Conceptual, Provocative

1. What created economic disparity in America in the mid-1800s? (Factual)
2. What causes economic disparity? (Conceptual)
3. Can economic disparity be avoided? (Provocative)
4. How did economic disparity affect the North and the South? (Factual)
5. Who were the reformers in America before the Civil War? (Factual)
6. How can personal resolve effect change? (Conceptual)
7. How did reformers change America's social conscience? (Factual)
8. How was the national interest in conflict with states' rights? (Factual)
9. Why do citizens reject national authority? (Conceptual)
10. What rights did citizens want? (Factual)
11. How can compromise settle differences? (Conceptual)
12. What compromises were implemented between the North and South? (Factual)
13. When does compromise become impossible? (Conceptual)
14. Why were the compromises that were made unable to resolve the issue? (Factual)
15. Can compromise ever lead to a permanent solution to a problem? (Provocative)
16. What were the unresolved differences between the North and South? (Factual)
17. Are there some differences that can never be resolved? (Provocative)
18. What prevents the resolution of differences? (Conceptual)

Standard(s)

Content and CCSS
CCSS: Literacy in History/Social Studies, Science, &

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Integration of Knowledge and Ideas

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

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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.

- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing Text Types and Purposes

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

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas

1. Analyze how the Compromise of 1850 fueled the crisis between North & South.
2. Summarize the effects of territorial expansion on the debate over slavery.
3. Describe events that led our nation to the breaking point.
4. Summarize both the reasons and responses to Southern secession.
5. Explain how the Election of 1860 showed a divided nation.

clearly and efficiently.

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

- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Perspectives

- D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 4 - Communicating Conclusions & Taking Informed Action

Communicating and Critiquing Conclusions

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Interdependence/Dependence

Topics:

- States' rights
- Slavery
- Sectionalism
- Abolition
- Dred Scott
- John Brown
- Election of Lincoln
- Ft. Sumter
- Populating the West
- Underground Railroad
- Free states/slaves states
- Tariffs
- Expansion of slavery
- Farming vs. manufacturing
- Compromise/balance of power
- Political parties
- Political leaders
- Lincoln-Douglas debates
- Southern secession
- Popular sovereignty
- Women's rights

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.

- Free blacks and enslaved people

Concepts:

- National identity
- Equality
- Conflict
- Rules, rights, responsibilities
- Rural/urban
- Population density
- Needs/wants
- Goods/services
- Trade
- Standard of living
- Governmental systems
- Political groups
- Interest groups
- Individual rights
- Values and principles

3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on an historical event or social studies issue, and support it with relevant evidence.
5. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
6. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
7. Participate in formal and informal debates on social studies-related issues.
8. Cite evidence to support and/or critique an historian's interpretation of an event.
9. Analyze the range of options available to an individual in a historical situation.
10. Use evidence to describe why people might have different points of view on an historical or contemporary issue.
11. Use prior knowledge and information to support generalizations. (Reading)
12. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
13. Create a summary. (Reading)
14. Extrapolate and combine relevant information from texts. (Reading)
15. Apply technology tools for research and problem solving. (Tech.)
16. Use R.A.C.E. written response strategy.

Core Learning Activities

1. List in chronological order the events that led the Southern states to secede. Debate: When did the Civil War become inevitable?
2. Prepare a diagram and discuss what the North and South gained and lost in the Compromise of 1850.
3. Discuss why the Compromise of 1850 did not provide a permanent solution to America's slavery problem.
4. Read for a purpose by reviewing the essential question: What issues and events shattered the nation's unity and led to civil war?
5. Create a book cover for Uncle Tom's Cabin to reflect the North's emerging viewpoint on the slavery issue.
6. Compare and contrast the agricultural differences between the North and South.
7. Compare/contrast the views expressed by Lincoln and Douglas in their debates.
8. Explore political debates in different time periods, examining how differing political viewpoints led to conflict.
9. Create a timeline describing historical events in Kansas during the 1850s, establishing how they related to national events at the time. Explain how this political conflict led to violence in Kansas.
10. Compare and contrast John Brown's raid with the Dred Scott decision. Explain how these events exacerbated the problems over slavery.
11. Compare and contrast the history of slavery in the

Resources

Professional & Student
For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- The Presidents—DVD
- Jackdaws: Underground Railroad
- The Voyage of La Amistad--DVD
- History of Us: Webisodes
- Escape from Slavery—DVD
- History of Us: Liberty for All?
- UnitedStreaming.com Slave Ship
- Causes of Civil War
- mission-us.org – Mission 2, Flight to Freedom
- *Freedom* VHS [Andrew, do we have this? Accompanies the Hakim books?]
- *The Black Americans of Achievement Video*

- United States with the Holocaust during WWII.
12. Write a newspaper article on the 1860 presidential election. Highlight how this national event erupted into another conflict over states' rights.
 13. Create a historically accurate map of the United States during the late 1850s, detailing how Southern secession would soon divide the country.
 14. Brainstorm issues that might divide your community. Write a persuasive letter to a community leader detailing your views. Include a call to action.
 15. Create a poster advertising a Lincoln-Douglas debate that might be posted in an Illinois town.
 16. Discuss ways in which Southerners might have compared themselves to American colonists in the 1770s. Examine the pros and cons of seceding from a nation to secure political rights.
 17. View selected video clips examining aspects of the slavery experience, including the slave trade.
 18. Create a diary of a slave describing plantation life for future grandchildren.
 19. Mission-US role-play game: Flight to Freedom.
 20. Write a journal entry discussing your choices as a runaway slave.
 21. Evaluate the risks taken by slaves to obtain freedom.

Collection: Harriet Tubman DVD [Schlessinger Media]

- The Underground Railroad DVD [History Channel]
- iconn.org
- www.civilwar.org (Civil War Trust)
- History of Us: Liberty for All?
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com
- History of Us: Liberty for All?
- Edmodo

Assessments (Titles)

Chapter 15 Common Formative Assessment

Formative: Other written assessments

Type II John Collins Writing Method

Summarize the Compromise of 1850.

**Quarterly Research Assessment
Summative: Personal Project
Quarterly Research Based Assessment**

Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students' ability to conduct research and present findings.
 ~ A properly supported claim is evident.
 ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.

Essential Questions: Choose one of the following

1. How much risk is acceptable in order to obtain freedom?
2. Can a person compromise where his or her own freedom is concerned?

Graduation Standards

- Information Literacy**
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

- Voting tallies – election of 1860
- Debate a historical issue, e.g. secession
- Music – songs against slavery;
Civics – hold a mock hearing [e.g. Dred Scott, John Brown]





Civil War

San Angelo, Andrew **Global American History II** Grade 8 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:11AM

Unit: Civil War (Week 23, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A nation at war with itself loses sight of its national identity.
2. War requires leaders to do whatever it takes to be victorious.
3. In trying to resolve conflict, one's values and principles will be questioned and tested.
4. A leader's character emerges during times of great adversity.
5. A nation inflicts deep emotional and psychological damage on itself during a civil war.

Essential Question(s)

1. How did events, leaders, and strategies shape the early years of the war?
2. In what ways did the Civil War transform the nation?

Guiding Questions

Factual, Conceptual, Provocative

1. What aspects of America's national identity were lost? (Factual)
2. Why is a national identity lost? (Conceptual)
3. What aspects of America's national identity remained during the Civil War? (Factual)
4. How does the loss of national identity affect a nation's citizens? (Conceptual)
5. What characteristics do military leaders need to have? (Conceptual)
6. What were the extremes that Union and Confederate leaders went to in order to secure victory? (Factual)
7. What is total war? (Factual)
8. Should one give up one's values and principles when at war? (Provocative)
9. What values and principles of the Union leaders were questioned? (Factual)
10. How do values and principles affect one's choices in trying to resolve conflict? (Conceptual)
11. How does adversity reveal character? (Conceptual)
12. What are some examples of character revealed by the Civil War? (Factual)
13. How is a person's character revealed by the choices she or he makes? (Conceptual)
14. Why does a nation war with itself? (Conceptual)
15. What emotional and psychological damages did the United States inflict on itself? (Factual)
16. Are the emotional and psychological damages caused by civil war irrevocable? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Summarize both the Northern and Southern war strategies.
2. Summarize the significance of the First Battle of Bull Run for both the North & South.

and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Integration of Knowledge and Ideas

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

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing

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

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Historical Sources and Evidence

- D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

3. Explain how the Civil War was a new kind of war.
4. Describe Union victories in the West.
5. Summarize Southern success in the East.
6. Analyze how the Emancipation Proclamation affected the war effort.
7. Identify contributions African-American soldiers made to the Union cause.
8. Explain the significance of the battles Gettysburg & Vicksburg.
9. Analyze how the war transformed the Nation.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Conflict/Cooperation

Topics:

- President Lincoln
- Grant and Lee
- Destruction of the South
- Turning points
- Gettysburg Address
- Strengths and weaknesses
- Assassination of Lincoln
- Anaconda Plan
- Physical geography of the North and South
- Climate of the South
- Supply lines
- Agriculture
- Naval blockade

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

2. Compare information about an historical event using a variety of primary sources.

- Manufacturing
- Northern resources
- Emancipation Proclamation
- Foreign relations
- Border states
- Equality
- Life of a soldier
- Disunion of families

Concepts:

- Power
- National identity
- Total war
- Population density
- Natural resources
- Production, consumption, distribution
- Needs/wants
- Individual rights
- Rule of law
- Constitution
- Political conflict
- Citizenship
- Values and principles
- Common good

3. Interpret primary and secondary sources to determine accuracy and validity.
4. Analyze maps and charts to support conclusions about historical events.
5. Compose an essay stating a personal opinion on a historical event or social studies issue, and support it with relevant evidence.
6. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
7. Orally present information on a historical event or social studies issue supported with primary and secondary evidence.
8. Participate in formal and informal debates on social studies-related issues.
9. Prepare an interpretive report on an historical question using appropriate visual evidence.
10. Compare and contrast two or more interpretations of a historical event.
11. Use R.A.C.E. written response strategy.
12. Cite evidence to support and/or critique a historian's interpretation of an event.
13. Analyze the range of options available to an individual in an historical situation.
14. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
15. Use prior knowledge and information to support generalizations. (Reading)
16. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
17. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
18. Extrapolate and combine relevant information from texts. (Reading)
19. Apply technology tools for research and problem solving. (Tech.)
20. Analyze author's bias and how it influences meaning (Info. Lit.)
21. Combine ideas to make new generalizations (Info. Lit.)
22. Create a summary (Reading)
23. Return to the text to support reasons with relevant references (Reading)

Core Learning Activities

1. After examining statistics for the North and the South on the eve of the Civil War, make two predictions about why the war will be long and bloody.
2. Write a paragraph explaining why the South was more effective than the North in the early part of the Civil War.
3. Create a historically accurate map, tracing battles and victories for each side through 1862. Describe which side had the advantage on both the Eastern and Western fronts.
4. Contrast the attitudes of citizens in New York and Kentucky when Lincoln called for help in putting down the uprising in the South. Explain how value systems affected reactions.

Resources

Professional & Student
For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator

5. Write a paragraph analyzing the most significant strengths and weaknesses of each side during the early part of the Civil War.
6. Read and summarize excerpts from the Emancipation Proclamation. Describe possible reactions of each of the following: Northern Democrat; Union soldier; white Southerner; freed slave.
7. Deliver a speech as Abraham Lincoln, emphasizing why preserving the Union was his most important goal as president.
8. Perform a skit from soldiers' perspectives, describing what life was like during different phases of the war.
9. Examine the primary source document on page 527. Describe how this painting conveys aspects of a soldier's life during the Civil War.
10. Write a newspaper editorial from a Northerner's or a Southerner's viewpoint on the battle of Fort Sumter.
11. Write an expository essay on what diseases existed during the Civil War and their effects on both soldiers and prisoners.
12. Write a persuasive speech answering the following question: Should the government have the right to draft people to serve in the military?
13. Create a map that shows the main features of the Anaconda Plan. Include annotations and a paragraph evaluating the strategic value of the plan for the North.
14. Create three captioned illustrations that show social changes that occurred during the Civil War.
15. Film—selected scenes from *Glory*—school use edit, no rating
16. Film—selected scenes from *Gettysburg*, PG-13
17. United Streaming—*The Civil War*
18. Examine the civilwartrust.org Gettysburg battle map.
19. Travel to Gettysburg and tour the battle field.
20. Compare and contrast the strengths and weaknesses of the North and the South at the start of the war.
21. Deconstruct the Gettysburg Address to determine its meaning.
22. Analyze soldiers' attitudes about war from the perspectives of both sides.
23. Stephen Crane's *Red Badge of Courage* [can be read or viewed]

- www.classzone.com
- *Glory*—DVD (edited version)
- *A Guide to MLA Documentation: Fifth Edition*
- *American Timeline*
- *The Presidents*—DVD
- *Interact*
- *Gettysburg*—DVD
- *History of Us: Civil War*
- UnitedStreaming.com
- *Lincoln*—DVD
- *Assignment Discovery: Victory on the Fourth*
- iconn.org
- www.civilwar.org (Civil War Trust)
- *History of Us: The Civil War*
- Edmodo

For the Student

- *American History text (Student Edition)*
- McDougal Littell workbooks
- www.classzone.com
- *History of Us: Civil War*
- Edmodo

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 16 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the war strategies of the North and the South.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Write a letter home from the PoV of a soldier • Filtering contaminated water activity • Drama – deliver part of one of Lincoln's speeches • Graphing populations, analyzing the graphs; calculate daily living costs • Letter from the present

		explaining how America has changed since the end of the Civil War
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- Create a pin-hole camera

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Reconstruction

San Angelo, Andrew Middle School | 2014-2015

Global American History II Grade 8 | Social Studies | Newtown
Wednesday, October 8, 2014, 10:12AM



Unit: Reconstruction (Week 29, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. The end of armed conflict does not always mean the end of hostilities.
2. After civil war, a nation is not truly reunited until physical and emotional healing has occurred.
3. After many struggles a nation, like a phoenix, will rise from the ashes of civil war.
4. After a time of civil war, a new national identity will emerge.

Essential Question(s)

1. How did a deeply divided nation move forward after the Civil War?

Guiding Questions

Factual, Conceptual, Provocative

1. What hostilities remained after the Civil War, and how were they expressed? (Factual)
2. How did the South view the North's attempts to help? (Factual)
3. What does it take for hostilities to end? (Conceptual)
4. How did the North influence the rebuilding of the South? (Factual)
5. Has the United States fully healed from the Civil War? (Provocative)
6. How did the nation attempt to heal itself? (Factual)
7. How does a government reunite its people after civil war? (Conceptual)
8. What special problems does a country face after civil war? (Conceptual)
9. How did the United States handle its post-war problems? (Factual)
10. What does it take for a nation to rebuild itself after civil war? (Conceptual)
11. What national identity emerged after the Civil War? (Factual)
12. Why does a national identity have to change? (Conceptual)
13. Does national identity determine a country's beliefs, values, and principles? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Identify the goals of Presidential Reconstruction; Summarize its successes and failures.
2. Explain the laws passed to enforce the goals of Congressional Reconstruction.
3. Summarize ways the Ku Klux Klan resisted Reconstruction.
4. Explain why Reconstruction failed.

lowered).

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

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing

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

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2e. Establish and maintain a formal style and objective tone.

Production and Distribution of Writing

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

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics

Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Perspectives

- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Identity

Topics:

- Johnson as president

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively

- Radical Reconstruction
- Grant as president
- Compromise of 1877
- Jim Crow
- Black codes
- Ku Klux Klan
- Military zones
- Sharecropping
- Carpetbaggers
- Scalawags
- Rebuilding the South
- Civil Rights
- 13th, 14th, 15th Amendments
- Impeachment
- Plessy v. Ferguson
- Racism
- Prejudice

Concepts:

- Transition from war to peace
- Common good
- Rural/urban
- Population density
- Cultural landscapes
- Expansion
- Standard of living
- Interest groups
- Scarcity
- Citizenship
- Roles, rights, responsibilities
- Political conflict
- National identity
- National healing

using a variety of tools/media in varied contexts for a variety of purposes.

- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
5. Participate in formal and informal debates on social studies-related issues.
6. Compare and contrast two or more interpretations of an historical event.
7. Analyze the range of options available to an individual in an historical situation.
8. Use evidence to describe why people might have different points of view on an historical or contemporary issue.
9. Use prior knowledge and information to support generalizations. (Reading)
10. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
11. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
12. Apply technology tools for research and problem solving. (Tech.)
13. Use R.A.C.E. written response strategy.

Core Learning Activities

1. Design and create a poster encouraging people to vote for a candidate in the presidential election of 1876.
2. As a reporter for a Northern newspaper, write an article about the Southern states rejoining the Union.
3. With several partners, write and perform a series of interviews with Southerners describing their views on reunification. Interviews might include a soldier, a former Confederate senator, a plantation owner, a former slave, a poor white woman, etc.
4. Prepare and conduct a debate regarding voting rights following the Civil War.
5. Design and create a political cartoon about one aspect of Reconstruction.
6. Compare and contrast cash crops and subsistence farming, and explain how each fit into Southern society during Reconstruction.
7. Create an editorial or political cartoon in support of, or opposition to, the impeachment of President

Resources

Professional & Student
For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- A Guide to MLA Documentation: Fifth Edition
- Jackdaws: Reconstruction
- The Presidents—DVD

- Johnson.
8. After reading oral histories of former slaves, write and perform a short skit showing how life did or did not change for former slaves during Reconstruction.
 9. Write a series of journal entries in the role of a worker in the Freedman's Bureau, describing some of the people and stories with which you come into contact.
 10. Create an illustrated timeline of events that significantly shaped Reconstruction.
 11. Prepare and conduct a debate between the Radical Republicans and the Moderate Republicans regarding the path Reconstruction should take.
 12. As a reporter for a Southern newspaper, write an article about the Southern states rejoining the Union.
 13. Create a class chart detailing the 13th, 14th, and 15th amendments, analyzing the intent of each, and evaluating their effectiveness during Reconstruction.
 14. Role-play women's rights activists' response to the 15th Amendment.
 15. Analyze political cartoons comparing and contrasting presidential and Congressional Reconstruction.
 16. Research and discuss the impact of Black Codes.
 17. Investigate the activities of the Ku Klux Klan.
 18. Evaluate the effectiveness Grant's presidency.
 19. Compare and contrast African American representation in Congress during and after Reconstruction.
 20. Debate the validity of Andrew Johnson's impeachment.

- History of Us: Reconstructing America
- UnitedStreaming.com: Reconstruction
- *American Experience – Reconstruction: The Second Civil War* DVD [PBS]
- "The Rise and Fall of Jim Crow" - www.pbs.org/wnet/jimcrow/
- www.civilwar.org (Civil War Trust)
- iconn.org
- History of Us: Reconstructing America
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com
- History of Us: Reconstructing America
- Edmodo

<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Chapter 18 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the events that lead to the end of Reconstruction.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Analyze sharecropping data; calculate statistics on Freedman's schools • Essay on how political corruption weakens the government and the nation • World Languages – identify words related to "amnesty," e.g. "amnesia"

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The Rising Nation

San Angelo, Andrew Global American History II Grade 8 Social Studies Newtown
Middle School 2014-2015



Wednesday, October 8, 2014, 10:13AM

Unit: The Rising Nation (Week 34, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. People seek new opportunities when faced with limited resources.
2. Immigration and industry spur the growth of cities.
3. Problems and opportunities develop as a nation becomes an industrial power.
4. Economic and industrial growth increase a nation's power and influence.

Essential Question(s)

1. How did the nation change as a result of westward movement after the Civil War?
2. What new problems and opportunities developed as America became an industrial power?
3. Why did violent conflict break out between the Plains Indians and American settlers in the 1860s and '70s? How did each side understand and respond to this conflict?

Guiding Questions

Factual, Conceptual, Provocative

1. What were the limited resources that caused people to move? (Factual)
2. What were the opportunities that people sought? (Factual)
3. Why do people migrate or immigrate? (Conceptual)
4. How do cities grow? (Conceptual)
5. How did industry and new inventions change society? (Factual)
6. What problems are associated with the growth of cities? (Factual)
7. How did industrial growth affect immigration? (Conceptual)
8. What problems developed as America became an industrial power? (Factual)
9. What opportunities did America's industrial growth create? (Factual)
10. What responsibilities does a nation have as an industrial power? (Conceptual)
11. How did America's economy grow? (Factual)
12. What factors contributed to the growth of industry in the United States? (Factual)
13. What is the relationship between government and industry? (Conceptual)
14. Who controls the economy? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: Science & Technical Subjects

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.

- RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Describe how the transcontinental railroad was built.
2. Summarize how the railroads changed the nation.

the topic.

Integration of Knowledge and Ideas

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

- RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Writing

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

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2e. Establish and maintain a formal style and objective tone.
- WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

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

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and

generating additional related, focused questions that allow for multiple avenues of exploration.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 3 - Evaluating Sources & Using Evidence

Gathering and Evaluating Sources

- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Continuity/Change

Topics:

- Haymarket Affair
- New industry
- Gilded Age
- Spanish-American War
- Immigration
- Closing of the West
- Growth of cities
- Transcontinental railroad
- Tycoons
- Labor unions
- Urban living conditions
- Business cycle
- Political machines
- Political corruption
- Philanthropy
- Assimilation
- Nationality
- Workers
- Nativists
- Native Americans

Concepts:

- Industrial growth
- Technology
- Imperialism
- Population density
- Migration
- Rural/urban
- Goods/services
- Resources
- Market economy
- Production, consumption, distribution
- Labor productivity

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on a historical event or social studies issue, and support it with relevant evidence.
5. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
6. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
7. Participate in formal and informal debates on social studies-related issues.
8. Prepare an interpretive report on an historical question using appropriate visual evidence.
9. Compare and contrast two or more interpretations of an

- Wages/income
- Standard of living
- Domestic and foreign policy
- Interest groups
- Reform
- Identity
- Individual rights
- Common good
- Vanishing ways of life

- historical event.
10. Analyze the range of options available to an individual in an historical situation.
 11. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
 12. Use prior knowledge and information to support generalizations. (Reading)
 13. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
 14. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
 15. Extrapolate and combine relevant information from texts. (Reading)
 16. Apply technology tools for research and problem solving. (Tech.)
 17. Use R.A.C.E. written response strategy

Core Learning Activities

1. Create a Venn diagram comparing and contrasting Andrew Carnegie and John D. Rockefeller. How did they change America?
2. Create a timeline showing the critical events that lead to the closing of the West.
3. Create an interview, poster, or report on the life of a cowboy during the 1870s.
4. Create a brochure on an invention and evaluate its effect on American life.
5. Analyze primary source documents on the growth of the railroads to explain their effect on the growth of the United States.
6. Write a news article on a significant event that occurred during the latter part of Westward Expansion.
7. Create and present a power point on how to become a United States citizen.
8. Design and create a poster/power point/short film tracing the creation of the Transcontinental Railroad.
9. Write and illustrate a journal describing life on the American frontier in the late 1870s.
10. Discuss: How did the lives of Black citizens change from the 1860s to the early 1900s?
11. Create a power point identifying and explaining the events that led to the end of the Native American way of life on the Great Plains.
12. Create an editorial or political cartoon supporting either a gold or silver standard.
13. Write and perform a monologue as a key figure of the Progressive Era explaining how you would improve American Society.
14. Create a short film demonstrating how technology changes society.
15. Design and create a poster illustrating the rights and responsibilities of citizens.
16. Compare and contrast life for Black Americans in the late 1800s to the lives of Black Americans today.
17. Play mission-us.org – A Cheyenne Odyssey – role-play game.
18. Using print and digital sources, determine whether

Resources

Professional & Student For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- Dances with Wolves—DVD
- Mindsparks
- The Presidents--DVD
- History of Us: Age of Extremes
- Far and Away--DVD
- UnitedStreaming.com
- *Andrew Carnegie* - DVD
- Transcontinental Railroad-DVD/VHS
- Transcontinental Railroad-songs
- mission-us.org - Mission 3: A Cheyenne Odyssey
- www.youtube.com (Gilded Age & Ellis Island)
- iconn.org
- www.civilwar.org (Civil War Trust)
- History of Us: Age of Extremes
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com
- History of Us: Age of Extremes

<p>the economic leaders at the close of the 19th century were Captains of Industry or Robber Barons.</p> <p>19. Research and report on your family's immigration history.</p> <p>20. Write a letter from a new immigrant to family in the old country describing the new experiences in America.</p> <p>21. Prepare a display on electric street cars.</p>	<ul style="list-style-type: none"> Edmodo
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<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 19 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the ways the railroad changed the nation.</p> <p>Quarterly Research Assessment Summative: Personal Project Quarterly Research Based Assessment Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students' ability to conduct research and present findings. ~ A properly supported claim is evident. ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.</p> <p>Essential Question will be a self generated compelling and supporting question.</p> <p>possible examples:</p> <ol style="list-style-type: none"> How did a deeply divided nation move forward after the Civil War? What new problems and opportunities developed as America became an industrial power? 	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> Calculations related to cattle drives Interview a cowhand Analyze and report on the changes in farm technology Art – design a cattle brand Graph figures on telephone access Write a news story announcing a new invention Development of the light bulb; report on the development of steel Music – play Scott Joplin rags - listen or perform

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LATIN AMERICAN STUDIES



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Browse Curriculum > Latin American Studies



Dietter, Candace

Grade 10 | Social Studies | Newtown High School

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:	1	2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40								
<u>Geography</u> >										
<u>Ancient Civilizations</u> >										
<u>Colonization and Revolution</u> >										
<u>Contemporary Issues</u> >										

Last Updated: Monday, October 6, 2014, 10:32AM

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Geography

Dietter, Candace Latin American Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:25AM



Unit: Geography (Week 1, 4 Weeks)

Enduring Understanding(s)/ Generalization(s)

Geography shapes people's economic, social, and political identity.

- What are the three main geographic regions of Latin America?
- How does climate impact its inhabitants?
- How does geography impact the way people make a living?
- How does geography affect population density and distribution?
- What impact do natural resources have on Latin Americans?

Essential Question(s)

- What impact do natural resources have on Latin Americans?

Guiding Questions

Factual, Conceptual, Provocative

Factual, Conceptual Questions:

1. What are the three main geographic regions of Latin America?
2. How does climate impact its inhabitants?
3. How does geography impact the way people make a living?
4. How does geography affect population density and distribution?
5. What impact do natural resources have on Latin Americans?

Provocative Questions:

1. Was the building of the Panama Canal worth all of the lives lost?
2. Are the endangered rain forest areas the United States' responsibility?
3. Does the geographic proximity of the United States to Latin America make them responsible for heightening the drug wars?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

Craft and Structure

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

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 3 Strategic Thinking/Reasoning

Students will analyze information within data sets, and synthesize information within one source of text.

aspects of history/social science.

Integration of Knowledge and Ideas

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

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

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Geography

Geographic Representations: Spatial Views of the World

- D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Human Population: Spatial Patterns and Movements

- D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Content/Topics

*Critical content that students must **KNOW***

Amazon River, Andes Mountains, Rainforests, Lake Titicaca, Caribbean, Deserts, Patagonia, Water, Arid, Vegetation, Nomads, Hunter/gatherers, Isolation, Panama Canal, Endangered Species, Deforestation

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Activities

Students will develop critical thinking skills as they:

1. Identify similarities and differences between the geography and the peoples of Latin America.
2. Analyze the impact of Latin America's physical

Resources

Professional & Student

Textbook Teacher and Student editions *The Americas* by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.

geography and climate on the development of its cultural, economic, and political institutions.

1. Identify Latin America's main geographic regions by using political and physical maps.
2. Read climate maps to distinguish differences in geographic location.
3. Analyze the climate and how it's conducive to producing illegal drug crops.
3. Explain why rain forest ecosystems are important, and why they are being economically developed.

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Latin American Country Project Summative: Other written assessments</p> <p>Students will analyze and interpret statistical information from the cia.gov website about a particular Latin American country and compare it to the USA. A comparison of statistics across various areas will give students an idea of the living conditions in their chosen Latin American country. This assessment meets the <i>School Wide Graduation Standard for Information Literacy</i>.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy 	

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Ancient Civilizations

Dietter, Candace

Latin American Studies Grade 10 Social Studies Newtown High

School 2014-2015

Wednesday, October 8, 2014, 10:26AM



Unit: Ancient Civilizations (Week 5, 7 Weeks)

Enduring Understanding(s)/ Generalization(s)

Physical environment may limit or promote interaction with other groups shaping a people's identity.

1. How does the environment influence the contact groups have with each other?
2. What affect does the environment have on people's identity?

Different political, economic, military and religious systems may bring order and challenges, shaping the people's worldview.

1. How did the political, economic, military, and religious systems of the Mayans impact their society?
2. How did the political, economic, military, and religious systems of the Incas impact their society?
3. How did the political, economic, military, and religious systems of the Aztecs impact their society?
4. How does the scarcity of resources cause groups to dominate others?

Exchanges between cultures can lead to downfall or prosperity.

1. How did European contact spread disease?
2. How did European technology positively or negatively impact the ancient civilizations?
3. How did Europe's attempt to force Christianity lead to the downfall of ancient civilizations?
4. How does internal strife cause a civilization to fall?

Technological advances and discoveries promote change while challenging accepted beliefs and practices.

1. How did scientific discoveries benefit agriculture, architecture, medicine, and warfare?

Essential Question(s)

- What affect does the environment have on people's identity?
- How does the scarcity of resources cause groups to dominate others?
- How did Europe's attempt to force Christianity lead to the downfall of ancient civilizations?
- How does internal strife cause a civilization to fall?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. How does the environment influence the contact groups have with each other?
2. What affect does the environment have on people's identity?
3. How did the political, economic, military, and religious systems of the Mayans impact their society?
4. How did the political, economic, military, and religious systems of the Incas impact their society?
5. How did the political, economic, military, and religious systems of the Aztecs impact their society?
6. How does the scarcity of resources cause groups to dominate others?
7. How did European contact spread disease?
8. How did European technology positively or negatively impact the ancient civilizations?
9. How did Europe's attempt to force Christianity lead to the downfall of ancient civilizations?
10. How does internal strife cause a civilization to fall?
11. How did scientific discoveries benefit agriculture,

	<p>architecture, medicine, and warfare?</p> <p>Provocative Questions:</p> <ol style="list-style-type: none"> 1. Were the ancient civilizations primitive? 2. Does interaction between different cultures always lead to destruction? 3. Should religion be used as a catalyst for expansion?
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>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.</p> <ul style="list-style-type: none"> • RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • D2.His.2.9-12. Analyze change and continuity in historical eras. 	<p>Objective(s)</p> <p>Bloom/ Anderson Taxonomy / DOK Language Webb's DOK Level 4 Extended Thinking Students will synthesize information across multiple sources, and Apply understanding in a novel way.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Amazon River, Atacama Desert, Andes Mountains small pox, Montezuma, Cortez, Pizzaro, guns, horses, steel, Christianity, slavery, trade, natural resources, imperialism, conquest, Hieroglyphics, astronomy, medical advancements, farming techniques, aqueducts, record keeping, calendar advancements, roads, number systems, architecture.</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
<p>Core Learning Activities</p> <ol style="list-style-type: none"> 1. Identify similarities and differences between the "Big 3" early Latin American cultures: Mayan, Aztec, and Inca. 2. Interpret maps of Latin America and how they create 	<p>Resources</p> <p><i>Professional & Student</i> Textbook Teacher and Student editions <i>The Americas</i> by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.</p>

<p>isolation among ancient civilizations.</p> <ol style="list-style-type: none"> 3. Compare/contrast peoples' world views using primary and secondary sources of the Spanish conquest and the native view. 4. Analyze the impact of European imperialism on ancient civilizations. 5. Apply the connection between our number system and calendar and that of the ancient Mayan system. 6. Analyze the styles of record keeping done by the ancient civilizations. 7. Analyze how Latin America's early civilizations have affected present day cultures in Latin America. 	
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<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Codices Summative: Other Visual Assessments Students create codices (Mayan style book) that pictographically tells the history and advancements/accomplishments of the Aztecs, Mayans, or Incans.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	

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Colonization and Revolution

Dietter, Candace Latin American Studies Grade 10 Social Studies Newtown High School 2014-2015



Wednesday, October 8, 2014, 10:27AM

Unit: Colonization and Revolution (Week 12, 4 Weeks)

Enduring Understanding(s)/ Generalization(s)

Economic, political, and military interests lead to colonization of foreign lands.

1. How did colonization economically, politically, and socially benefit the colonizer?
2. How did colonization impact the culture and religion of the native population?
3. How did slavery improve the economies of the conquerors?
4. How did slavery lead to disintegration of the native culture?

Class systems develop to create social order and structure.

1. How does discrimination create class systems?
2. How does the class system prevent upward mobility?

Developing awareness of economic, social, and political opportunities and inequities can lead to conflict and rebellion.

1. What were the causes and impact of the Haitian Revolution?
2. Why was Simon Bolivar important to various South American movements of independence?
3. What were the causes of the Cuban Revolution?
4. How did the Cuban Revolution impact America and the Cold War?

Essential Question(s)

- How does discrimination create class systems?
- How did the Cuban Revolution impact America and the Cold Wa

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. How did colonization economically, politically, and socially benefit the colonizer?
2. How did colonization impact the culture and religion of the native population?
3. How did slavery improve the economies of the conquerors?
4. How did slavery lead to disintegration of the native culture?
5. How does discrimination create class systems?
6. How does the class system prevent upward mobility?
7. What were the causes and impact of the Haitian Revolution?
8. Why was Simon Bolivar important to various South American movements of independence?
9. What were the causes of the Cuban Revolution?
10. How did the Cuban Revolution impact America and the Cold War

Provocative Questions:

1. Can colonization ever be positive?
2. Are class systems inevitable?

	3. Will oppressed people always revolt?
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <ul style="list-style-type: none"> RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources. <p>CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing 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.</p> <ul style="list-style-type: none"> WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. <p>Causation and Argumentation</p> <ul style="list-style-type: none"> D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<p>Objective(s)</p> <p>Bloom/ Anderson Taxonomy / DOK Language Webb's DOK Level 4 Extended Thinking Students will evaluate relevancy, accuracy, and completeness of information from multiple sources, and apply understanding in a novel way.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Spanish and Portuguese Line of Demarcation, Balboa, Magellan, Cabral, encomienda system, slavery, Viceroy, Catholic Church, plantations, native slaves, African slaves, Bartolome de las Casas, Taino extinction, mercantilism, slave trade, triangle of commerce, Peninsulares, Creoles, Mestizos, Mulattos, Native Americans, free blacks, slaves, hierarchy, racism, discrimination, Catholic church influence,</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 2. Work independently and collaboratively to solve problems and accomplish goals.

Castro, Toussaint L'Overture, communism, slave uprisings, independence movements in South America, forms of governments, dictatorship, Maroons		
Core Learning Activities	Resources	
Conduct a debate, whole class or mini, on the topic of: "Is Columbus a hero or a villain?"	<i>Professional & Student</i> Textbook Teacher and Student editions <i>The Americas</i> by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.	
<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
Journal Summative: Narrative Writing Assignment Students create a journal as if they were living the life of Simon Bolivar. In this, they highlight all of his successful leadership during multiple South American revolutions and why he is called the "South American George Washington."	<u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u> Other	

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Contemporary Issues

Dietter, Candace

Latin American Studies Grade 10 | Social Studies | Newtown High

School | 2014-2015

Wednesday, October 8, 2014, 10:28AM



Unit: Contemporary Issues (Week 16, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

Economic conditions can lead people to emigrate from their native lands.

1. What are the reasons people immigrate to the United States from Latin America?
2. How does immigration create conflict within the United States?
3. How does immigration positively impact the United States?

Economic conditions can lead people to engage in illegal activities.

1. Why do some Latin American people choose to participate in the drug trade?
2. How does the United States consumption of drugs and drug policies contribute to the negative effects on Latin America?
3. How have the drug wars affected Latin America?
4. What can be done or has been done to stop the drug wars?

Emerging countries in Latin America are setting examples for others to follow.

1. How did Brazil become the most notable emerging nation?
2. How did Chile, Peru, and Belize become emerging nations?
3. What is the blue print for success that other Latin American nations should follow?

Tropical rain forests are being devastated in Latin America.

1. What is a tropical rain forest?
2. Why are tropical rain forests important to humans and their health?
3. Why are tropical rain forests important to the well being of planet earth?
4. What is being done to counteract this devastation?

Essential Question(s)

- What is the "blue print for success," of emerging nations, that other Latin American nations should follow?
- What is being done to counteract tropical rain forest devastation?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What are the reasons people immigrate to the United States from Latin America?
2. How does immigration create conflict within the United States?
3. How does immigration positively impact the United States?
4. Why do some Latin American people choose to participate in the drug trade?
5. How does the United States consumption of drugs and drug policies contribute to the negative effects on Latin America?
6. How have the drug wars affected Latin America?
7. What can be done or has been done to stop the drug wars?
8. How did Brazil become the most notable emerging nation?
9. How did Chile, Peru, and Belize become emerging

	<p>nations?</p> <p>10. What is the blue print for success that other Latin American nations should follow?</p> <p>Provocative Questions:</p> <ol style="list-style-type: none"> 1. Is the Amazon worth spending billions of dollars to preserve? 2. Are the Mexican drug cartels the problem of United States and other Latin American countries?
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: Science & Technical Subjects Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> • RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Civics Civic and Political Institutions</p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. 	<p>Objective(s)</p> <p><u>Bloom/ Anderson Taxonomy / DOK Language</u> Webb's DOK Level 4 Extended Thinking Students will analyze multiple sources of evidence, devise a plan, and provide justification for the application of the plan to solve the problem.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> jobs, conflict, revolution, drug wars, dictatorships, border control, green cards, racism, racial profiling, illegal alien, culture class, Drug cartels, US Drug Policies, US war on drugs, job opportunities for Latin Americans, political corruption, US demand for drugs, bribery, Brazil, Chile, Belize, Peru, economic development, natural resources, slash and burn, cattle, natural medicine, native tribes, Amazon, poverty, rare species, naturalist efforts, preservation</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. • 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

<p>Core Learning Activities</p>	<p>Resources</p>	
<p>Students will write a letter to the editor of a local/national/international newspaper about border issues and illegal immigration. They will describe the problem and suggest solutions to fix it.</p>	<p><i>Professional & Student</i> Textbook Teacher and Student editions <i>The Americas</i> by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.</p>	
<p><u>Assessments (Titles)</u></p>	<p>Graduation Standards</p>	<p>Interdisciplinary Connections</p>
<p>Diplomatic Plan Summative: Other written assessments Have students create a detailed diplomatic plan to present to the United Nations on a solution to the Mexican Drug Cartels or the Amazon Rain forest dilemma or the illegal immigration issue.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u> Other</p>	

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AFRICAN STUDIES



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Dietter, Candace

Grade 10 | Social Studies | Newtown High School

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Perspectives

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015



Wednesday, October 8, 2014, 10:16AM

Unit: Perspectives (Week 1, 1 Week)

Enduring Understanding(s)/ Generalization(s)

People enter situations with preconceived notions about others

- How does experience shape one's perspective in different situations?
- How does one's perception of Africa determine how it is seen?

When people put aside preconceived notions, they have a better understanding of others and the world.

- How can preconceived notions be challenged?
- What is an "open mind"? What can an individual do to keep an open mind?

Essential Question(s)

1. How does a person or group's perspective shape what they see, know, and believe?
2. How might your perspective shape how you view Africa?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. How does experience shape one's perspective in different situations?
2. How does one's perception of Africa determine how it is seen?
3. How can preconceived notions be challenged?
4. What is an "open mind"? What can an individual do to keep an open mind?

Provocative Questions:

1. Why do people judge? Are people's judgments valid?
2. To what extent is perception reality?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

Craft and Structure

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

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

6. Assess how point of view or purpose shapes the content

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will analyze complex/abstract themes, perspectives, concepts and apply understanding and provide justification for the application.

<p>and style of a text.</p> <ul style="list-style-type: none"> RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Perspectives</p> <ul style="list-style-type: none"> D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. 		
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Interaction between western society and Africa</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior. 	
<p>Core Learning Activities</p> <p>1. Alpha-Beta Simulation: Class is divided into two groups with each group being a contrasting culture. The students learn their culture and then interact with the other. Students then have a discussion on the difficulties of two contrasting cultures and how perceptions impacted the situation.</p> <p>2. Old women/young women pictures: Students will view the old/young women pictures. They will discuss how people may have different perceptions of the same event, how these perceptions might lead to conflict, and how they can come to a resolution.</p> <p>3. Students read, "That Was No Brother, That Was No Welcome" and engage in class discussion about miscommunications and misperceptions between Africans and Europeans.</p> <p>4. Exiled Video: As a class, students will watch an episode of the show Exiled, while filling in a viewing guide, in which an American teen is sent to Africa. At the conclusion of the show, the class will discuss what they saw and make connections to the essential question.</p> <p>5. Words Activity: Students are given a list of words that they must find the literal and connotative meanings for as a way to understand how words impact perspective.</p>	<p>Resources</p> <p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>	
<p><u>Assessments (Titles)</u></p> <p>Unit Reflection Summative: Other written assessments Students will write a unit reflection essay where they respond to the provocative question, "How does a</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	<p>Interdisciplinary Connections</p>

person or group's perspective shape what they see, know, and believe?" The reflection will be well-written and multi-paragraphed.

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Geography

 **Dietter, Candace** African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:17AM



Unit: Geography (Week 2, 2 Weeks)

Enduring Understanding(s)/ Generalization(s)

Natural resources contribute to a region or nation's level of development.

- How are Africa's natural resources distributed? How does this distribution impact Africa?
- What is the correlation between a country's natural resources and its prosperity?

Geographic location and climate can influence how culture groups interact with others.

- What are some of the advantages and disadvantages of Africa's geography?
- How do location, topography, and climate zones impact the ability of different culture groups to either cooperate or conflict?

Essential Question(s)

How do location, topography, and climate zones impact the ability of different culture groups to either cooperate or conflict?

Guiding Questions

Factual, Conceptual, Provocative
Factual and Conceptual Questions

1. How are Africa's natural resources distributed? How does this distribution impact Africa?
2. What is the correlation between a country's natural resources and its prosperity?
3. What are some of the advantages and disadvantages of Africa's geography?

Provocative Questions:

1. To what extent does Africa's geography contribute to its level of development?
2. Can natural resources be a curse?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing Production and Distribution of Writing

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

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

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

- WHST.9-10.9. Draw evidence from informational

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 1 Recall and Reproduction

Students will recall, recognize, or locate basic facts, details, events, or ideas to complete activities in class.

Webb's DOK Level 4 Extended Thinking

Students will synthesize information across multiple sources or texts and write a cohesive response to questions posed.

<p>texts to support analysis, reflection, and research.</p> <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Geography Human-Environment Interaction: Place, Regions, and Culture</p> <ul style="list-style-type: none"> D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. <p>Human Population: Spatial Patterns and Movements</p> <ul style="list-style-type: none"> D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. 		
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> African Natural Resource distribution, benefits and drawbacks to various natural resources, Benefits and drawbacks to various geographical features and climates, rivers, topography, deserts of Africa</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 2. Work independently and collaboratively to solve problems and accomplish goals. 	
<p>Core Learning Activities</p> <p>1. Geographic Travel Log: Using a map of African natural resources, students plan a trip through Africa, trying to take advantage of Africa's natural resources. 2. Advantages/Disadvantages chart- Students create a chart of Africa's geographic advantages and disadvantages. 3. Map of Africa Packet- Students fill out different maps of African political, topographical, and climatic features. 4. Map Puzzle Game- In groups of two, students quiz one another on the countries of Africa. 5. Physical Features- Students analyze the physical features of Africa through the five themes of geography. Students will use this research to complete the suggested assessment writing activity.</p>	<p>Resources</p> <p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>	
<p><u>Assessments (Titles)</u></p> <p>African Map Test Formative: Other Visual Assessments Students must fill in the political and topographical features of Africa from memory.</p> <p>Unit Reflection Summative: Other written assessments Students will write a unit reflection essay where they answer the question, "To what extent does Africa's geography contribute to its underdevelopment?" This is a multi-</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	<p>Interdisciplinary Connections</p>

paragraph response.

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Underdevelopment

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High

School | 2014-2015

Wednesday, October 8, 2014, 10:18AM



Unit: Underdevelopment (Week 4, 3 Weeks)

Enduring Understanding(s)/ Generalization(s)

Poor economic and political systems undermine the development of a nation.

- What is underdevelopment?
- What specific patterns or factors characterize underdevelopment?
- Which statistics should be used to determine the level of a country's development?
- How can statistics and characteristics be used to determine the level of development of a country?

Poor health, education, and social systems undermine the development of a nation.

- Which statistics regarding a country's health care, education and social systems are used to determine the level of a country's development?
- How can the health care, education and social characteristics/statistics be used to determine the level of development of a country?

Essential Question(s)

- How do we define the development of a nation?
What key factors characterize underdevelopment?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What is underdevelopment?
2. What specific patterns or factors characterize underdevelopment?
3. Which statistics should be used to determine the level of a country's development?
4. How can statistics and characteristics be used to determine the level of development of a country?
5. Which statistics regarding a country's health care, education and social systems are used to determine the level of a country's development?

Provocative Question:

1. Is Africa underdeveloped?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

Craft and Structure

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

- RH.9-10.4. Determine the meaning of words and

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will gather, analyze, and organize multiple information sources and synthesize information across multiple sources.

phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

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

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

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing

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

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

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Economics

The National Economy

- D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.
- D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Geography

Global Interconnections: Changing Spatial Patterns

- D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Content/Topics

Critical content that students must KNOW

Statistics for health, education, economics, political, & geographical aspects of African nations compared to other nations

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.

Core Learning Activities

1. **Pictures Activity:** Student pairs receive two pictures, one

Resources

Professional & Student

from an "A" society which are developed and one from a "B" society which are underdeveloped. The students must discuss how the pictures are the same and how they are different. Then share their answers with the class. Each picture pair shows a different aspect of society, for example, health care or water.

2. The students read the article "How Europe Underdeveloped Africa" and complete reading packet. The next day, the class discusses the reading with the end results being a definition of underdevelopment.

3. **Reading Activity:** Students will read two articles "An Ethiopian Midwife" & "Secondary Education in the Ivory Coast" and answer questions that are related to underdevelopment

4. **Continuum Activity:** After students complete the investigation of their country, they will place their country on an underdevelopment spectrum 1 (completely underdeveloped) -100 (completely developed) and then defend why they chose that spot for their country using statistics.

5. **Country Statistical Analysis Project:** Students will give a statistical overview of African underdevelopment, investigate how development indicators relate to one another and interpret and present statistical data.

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook.

Student textbook *World Cultures*

Various online articles and videos as appropriate and timely

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Country Assessment Summative: Expository Essay Students will investigate a country to determine whether or not that country is developed or underdeveloped. Students will find statistics, about their assigned country, analyze those stats in a series of questions and then write an analysis of the development status of their country. Students will be graded on the <i>Written Performance Graduation Standard Rubric</i>.</p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Written Performance 	

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Traditional Cultures

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:19AM



Unit: Traditional Cultures (Week 7, 3 Weeks)

Enduring Understanding(s)/ Generalization(s)

People cling to group customs, beliefs, and cultural practices from the past.

- What are the beliefs and customs of various traditional African cultures?
- How are traditional African beliefs reflected in various artistic forms?

Tribal loyalty may outweigh national loyalty.

- In what situations do tribal loyalty and national loyalty come into conflict?
- Should tribal loyalty outweigh national loyalty?
- In what ways does tribal loyalty hamper national unity?

Modern day complexities undermine traditional values.

- In what situations does the modern day come into conflict with African traditional cultures?
- How do traditional African cultures compare to modern U.S. society?

Essential Question(s)

- In what ways does tribal loyalty hamper national unity?
- How do traditional African cultures compare to modern U.S. society?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What are the beliefs and customs of various traditional African cultures?
2. How are traditional African beliefs reflected in various artistic forms?
3. In what situations do tribal loyalty and national loyalty come into conflict?
4. Should tribal loyalty outweigh national loyalty?
5. In what situations does the modern day come into conflict with African traditional cultures?

Provocative Question:

1. Should family loyalty outweigh personal aspirations?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

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

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will reorganize elements into new patterns/structures to exhibit new knowledge about beliefs and mores.

emphasize in their respective accounts.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing

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

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

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Economics

The Global Economy

- D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History

Change, Continuity, and Context

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Content/Topics

*Critical content that students must **KNOW***

African traditional political and cultural practices, e.g. stories, clothing, jewelry, games, ceremonies, Instances where tribal autonomy conflicts with national philosophy, African traditional aspects compared to US values

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Activities

1. **Acholi Reading:** Students read an article about growing up in an Acholi village and compare it to growing up in Newtown.
2. **Naming Ceremony:** Students watch "Roots" video clip and participate in the African Naming Ceremony simulation. Then, they discuss with their parents why they got their names and choose an African name.
3. **Storytelling:** Students watch segment from "Angano, Angano" video and listen to several African Traditional stories. Then class discusses basic characteristics of African storytelling.
4. **Government Role Play:** After reading several scenarios on African traditional family obligations, "Kofi's Dilemma",

Resources

Professional & Student

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook.
Student textbook *World Cultures*
Various online articles and videos as appropriate and timely

Blood is Thicker than Water”, “Art Learns a Lesson”, students discuss. Then class participates in the Government Role Play to put some of the family values into practice.

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Traditional Cultures Project Summative: Other Visual Assessments Students will create a representative piece of traditional African cultures based on elements that they have learned, incorporating the basic aspects of varying beliefs and mores. Students will share what they create.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	

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Slavery

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:20AM



Unit: Slavery (Week 10, 2 Weeks)

Enduring Understanding(s)/ Generalization(s)

Threats to survival will cause people to test moral boundaries.

- What are the elements of the triangular trade?
- What role did Africans play in the trans-Atlantic slave trade?
- How did guns impact participation in the trans-Atlantic slave trade?
- To what extent were Africans and Europeans forced into the Trans-Atlantic slave trade?

Slavery has immediate and long-term global impact on society, economies, and government.

- What was the immediate and long-term impact of slavery on Africa?
- What was the immediate and long-term impact of slavery on Europe/America?
- What came first, racism or slavery?

Essential Question(s)

- What came first, racism or slavery?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What are the elements of the triangular trade?
2. What role did Africans play in the trans-Atlantic slave trade?
3. How did guns impact participation in the trans-Atlantic slave trade?
4. To what extent were Africans and Europeans forced into the Trans-Atlantic slave trade?
5. What was the immediate and long-term impact of slavery on Africa?
6. What was the immediate and long-term impact of slavery on Europe/America?

Provocative Questions:

1. To what extent is slavery a cause of Africa's underdevelopment?
2. At what point would you sacrifice your moral principles?
3. Is racism still relevant?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will synthesize information across multiple sources or texts as they examine the impact of slavery on Africa.

<ul style="list-style-type: none"> RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <p>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.</p> <ul style="list-style-type: none"> RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 	
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<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Trans-Atlantic slave trade in particular the role of Europeans, the role of Africans, the role of guns, and the triangular trade, long and short term impact of Trans-Atlantic slave trade on Africa, Europe, United States</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
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<p>Core Learning Activities</p> <p>1. Amistad & Roots Video Excerpts "Woman Named Solitude" Reading: Students will watch excerpts from Amistad and Roots about the details of the Trans-Atlantic slave trade. They will then read "Woman Named Solitude" and discuss dehumanizing elements of the trade. 2. Students will read "Slaves, Guns, and More Slaves", "Role of Africans", and "Results of the Slave Trade" and answer questions. Through these readings students will explore the aspects of slavery and moral boundaries.</p>	<p>Resources</p> <p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>
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<p>Assessments (Titles)</p> <p>Slavery Collage Summative: Other Visual Assessments Students will create an annotated collage, showing the impact of slavery on Africa. The collage must include the</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	<p>Interdisciplinary Connections</p>
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various elements of slavery including but not limited to guns, impact on Africa, impact on America/ Europe, and treatment of the slaves. This assessment is graded on a course generated rubric.

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Colonization

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:20AM



Unit: Colonization (Week 12, 4 Weeks)

Enduring Understanding(s)/ Generalization(s)

One country's control of another creates long-range obstacles for growth for the country being controlled.

- What is colonization?
- How is colonization in Africa different than American colonization?
- What is the political, social and economic impact of colonization?
- What lasting impact did colonization have on Africa?

Native people in a country dominated by another lose their freedoms, rights, autonomy, and personal safety.

- How are the colonized of Africa treated?
- What is the political climate of African colonization?
- To what extent were Africans second-class citizens under African colonization?

Multi-national corporations try to fill the void left by colonization.

- What is neo-colonization?
- How are multinational corporations impacting Africa and the third world?

Essential Question(s)

- What is the political, social and economic impact of colonization?
- To what extent were Africans second-class citizens under African colonization?
- How are multinational corporations impacting Africa and the third world?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What is colonization?
2. How is colonization in Africa different than American colonization?
3. What lasting impact did colonization have on Africa?
4. How are the colonized of Africa treated?
5. What is the political climate of African colonization?
6. What is neo-colonization?

Provocative Questions:

1. To what extent is colonization a cause of Africa's underdevelopment?
2. Was colonization justified?
3. Are multinational corporations beneficial to Africa?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will participate in and articulate their new knowledge or perspective on the role of colonization in Africa.

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

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

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

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing

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

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

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History
Change, Continuity, and Context

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Content/Topics	Skills
<p><i>Critical content that students must KNOW</i> African colonization versus American colonization, political, social, and economic impact of colonization, Discrimination of native Africans by European colonizers, Neo-Colonization, role of multinational corporations in Africa</p>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 2. Work independently and collaboratively to solve problems and accomplish goals.
Core Learning Activities	Resources
Assessments (Titles)	Interdisciplinary Connections

*Critical content that students must **KNOW***
African colonization versus American colonization, political, social, and economic impact of colonization, Discrimination of native Africans by European colonizers, Neo-Colonization, role of multinational corporations in Africa

*Transferable skills that students must be able to **DO***

- 2. Work independently and collaboratively to solve problems and accomplish goals.

1. Color Purple: Students will read excerpts from the Color Purple and analyze using a set of questions which will be discussed.
2. Gentlemen of the Jungle Reading: Students will read the allegory and make connections with the situation with colonization in Africa.
3. De-Colonization/Impact of Colonization: The class will discuss the causes of de-colonization in Africa.
4. Neo-Colonization bidding war: In groups, students will bid on an imaginary company that wants to set up in one of many third world nations. The students will decide to what lengths they will go to get the contract.

Professional & Student
Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook.
Student textbook *World Cultures*
Various online articles and videos as appropriate and timely

Assessments (Titles)

Graduation Standards

Interdisciplinary Connections

<p>Colonization Trial Summative: Other oral assessments Students will participate in a trial to determine whether or not colonization should remain in Africa circa 1950. Students will each have a role in the trial and will have to “testify” according to their assigned roles. They will then write a decision based on the evidence they hear in the trial. Students will be assessed based on the <i>School Wide Spoken Communication Graduation Standard</i></p> <p>Balance Beam Summative: Other Visual Assessments Students will create a balance beam that weighs the benefits and disadvantages of colonization.</p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p> <p>Other</p>	
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Contemporary Issues

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:21AM



Unit: Contemporary Issues (Week 16, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

People and nations attempt to solve complex contemporary issues in a variety of ways.

- What major issues does Africa face today? How has Africa been impacted by these issues?
- What is the connection between underdevelopment and these contemporary issues?
- In what ways do geographical, political, economic, and social characteristics complicate these contemporary issues?

Once an understanding emerges based on a global perspective, a world citizen can attempt to fix problems.

- What role can a student in Newtown play in affecting change?
- What steps can a person take to solve a range of complex issues?
- What specific measures can citizens of the world take to solve these complex problems?

Essential Question(s)

- In what ways do geographical, political, economic, and social characteristics complicate these contemporary issues?
- What specific measures can citizens of the world take to solve these complex problems?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What major issues does Africa face today? How has Africa been impacted by these issues?
2. What is the connection between underdevelopment and these contemporary issues?
3. What role can a student in Newtown play in affecting change?
4. What steps can a person take to solve a range of complex issues?

Provocative Questions:

1. What is the biggest issue Africa faces today?
2. Are valuable natural resources a blessing or a curse? Do resources cause issues for African nations?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

Craft and Structure

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

- RH.9-10.4. Determine the meaning of words and

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will develop generalizations of the results obtained or strategies used and apply them to new problem situations.

phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing Research to Build and Present Knowledge

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

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

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Perspectives

- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Causation and Argumentation

- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

Content/Topics

Critical content that students must KNOW
Contemporary Issues of Africa like HIV/AIDS, child soldiers, genocide, political corruption, the conundrum of natural resources in Africa, Solutions to Contemporary Issues of Africa

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Core Learning Activities

1. Students will independently investigate important vocabulary and background information and create an illustrated dictionary of important terms and background information for their topic.
2. Students will independently investigate important geographic features and aspects and create an annotated map for their issue.
3. Students will find and read articles about their topic and watch short informational video clips and longer movies

Resources

Professional & Student
Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook.
Student textbook *World Cultures*
Various online articles and videos as appropriate and timely

about their topic and log in an investigative journal.
 4. Students will work collaboratively to develop strategies for solving problems.

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Contemporary Problem Action Plan Summative: Other oral assessments Students will investigate a complex contemporary issue and create an action plan that will help solve the problem. The students will then present their action plan in a creative way, either through debate, sales pitch/persuasive presentation, or some alternative process.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Problem Solving 	

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Transfers Report
Newtown

10/2/2014 6:08:37 PM
Fiscal Year 2014 - 2015

10/1/2014 - 10/1/2014

Trans #	Account Number	T / F	Date	Description	Amount	Batch
17552	1-001-10-001-1115-0000	F	10/1/2014	LEAD TEACHERS - ADMIN.	\$7,710.00	BBT1014
17552	1-001-10-001-1221-0000	T	10/1/2014	CLERICAL - ADMIN.	\$3,789.00	BBT1014
17552	1-001-10-009-1131-0000	F	10/1/2014	SPECIALISTS - EARLY INTERVENTION	\$15,000.00	BBT1014
17552	1-001-10-024-1121-0000	T	10/1/2014	TEACHERS - P.E.	\$13,869.00	BBT1014
17552	1-001-10-026-1121-0000	T	10/1/2014	TEACHERS - READING	\$719.00	BBT1014
17552	1-001-10-038-1121-0000	T	10/1/2014	TEACHERS - CLASSROOM	\$8,395.00	BBT1014
17552	1-001-20-001-1115-0000	T	10/1/2014	LEAD TEACHERS - ADMIN.	\$7,622.00	BBT1014
17552	1-001-20-024-1121-0000	F	10/1/2014	TEACHERS - P.E.	\$25,000.00	BBT1014
17552	1-001-20-026-1121-0000	T	10/1/2014	TEACHERS - READING	\$528.00	BBT1014
17552	1-001-20-038-1121-0000	F	10/1/2014	TEACHERS - CLASSROOM	\$5,000.00	BBT1014
17552	1-001-30-009-1131-0000	T	10/1/2014	SPECIALISTS - EARLY INTERVENTION	\$16,137.00	BBT1014
17552	1-001-30-024-1121-0000	F	10/1/2014	TEACHERS - P.E.	\$30,000.00	BBT1014
17552	1-001-30-026-1131-0000	F	10/1/2014	SPECIALISTS - READING	\$34,187.00	BBT1014
17552	1-001-30-038-1121-0000	T	10/1/2014	TEACHERS - CLASSROOM	\$9,320.00	BBT1014
17552	1-001-30-038-1232-0000	T	10/1/2014	ED ASSISTANTS - CLASSROOM	\$37,000.00	BBT1014
17552	1-001-40-001-1115-0000	T	10/1/2014	LEAD TEACHERS - ADMIN.	\$17,946.00	BBT1014
17552	1-001-40-024-1121-0000	T	10/1/2014	TEACHERS - P.E.	\$230.00	BBT1014
17552	1-001-45-001-1221-0000	F	10/1/2014	CLERICAL - ADMIN.	\$3,124.00	BBT1014

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Trans #	Account Number	T / F	Date	Description	Amount	Batch
17552	1-001-45-002-1121-0000	F	10/1/2014	TEACHERS - ART	\$8,000.00	BBT1014
17552	1-001-45-038-1232-0000	T	10/1/2014	ED ASSISTANTS - CLASSROOM	\$16,430.00	BBT1014
17552	1-001-45-040-1131-0000	T	10/1/2014	SPECIALISTS - GUIDANCE	\$1,372.00	BBT1014
17552	1-001-50-002-1121-0000	F	10/1/2014	TEACHERS - ART	\$14,000.00	BBT1014
17552	1-001-50-010-1121-0000	F	10/1/2014	TEACHERS - ENGLISH	\$26,000.00	BBT1014
17552	1-001-50-014-1121-0000	F	10/1/2014	TEACHERS - HEALTH ED	\$12,000.00	BBT1014
17552	1-001-50-020-1121-0000	F	10/1/2014	TEACHERS - MATH	\$10,000.00	BBT1014
17552	1-001-50-028-1121-0000	F	10/1/2014	TEACHERS - SCIENCE	\$5,000.00	BBT1014
17552	1-001-50-030-1121-0000	T	10/1/2014	TEACHERS - SOC. STUDIES	\$22,964.00	BBT1014
17552	1-001-50-034-1131-0000	T	10/1/2014	SPECIALISTS - LIBRARY	\$1,679.00	BBT1014
17552	1-001-50-034-1221-0000	F	10/1/2014	CLERICAL - LIBRARY	\$665.00	BBT1014
17552	1-001-60-001-1112-0000	F	10/1/2014	PRINCIPALS SALARIES	\$27,159.00	BBT1014
17552	1-001-60-010-1121-0000	T	10/1/2014	TEACHERS - ENGLISH	\$400.00	BBT1014
17552	1-001-60-012-1121-0000	F	10/1/2014	TEACHERS - WORLD LANG.	\$5,000.00	BBT1014
17552	1-001-60-018-1121-0000	F	10/1/2014	TEACHERS - TECH ED.	\$29,000.00	BBT1014
17552	1-001-60-020-1121-0000	F	10/1/2014	TEACHERS - MATH	\$47,000.00	BBT1014
17552	1-001-60-028-1121-0000	F	10/1/2014	TEACHERS - SCIENCE	\$6,000.00	BBT1014
17552	1-001-60-030-1121-0000	T	10/1/2014	TEACHERS - SOC. STUDIES	\$5,787.00	BBT1014

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Trans #	Account Number	T / F	Date	Description	Amount	Batch
17552	1-001-75-060-1121-0000	T	10/1/2014	TEACHERS - GATES	\$61,578.00	BBT1014
17552	1-001-75-061-1121-0000	T	10/1/2014	TEACHERS - SP. ED. PREK-8	\$1,598.00	BBT1014
17552	1-001-75-061-1232-0000	T	10/1/2014	ED ASSISTANTS - SP. ED. PREK-8	\$31,000.00	BBT1014
17552	1-001-75-061-1333-0000	T	10/1/2014	ED ASSISTANTS SUBS. - SP. ED.	\$5,000.00	BBT1014
17552	1-001-75-063-1232-0000	F	10/1/2014	ED ASSISTANTS - SP. ED. H.S.	\$31,000.00	BBT1014
17552	1-001-75-066-1121-0000	T	10/1/2014	TEACHERS - TRANSITIONAL	\$23,061.00	BBT1014
17552	1-001-75-079-1121-0000	T	10/1/2014	TEACHERS - SUMMER PROGRAMS	\$12,611.00	BBT1014
17552	1-001-75-079-1232-0000	T	10/1/2014	ED ASSISTANTS - SUMMER	\$11,280.00	BBT1014
17552	1-001-76-056-1133-0000	T	10/1/2014	SPECIALISTS - PSYCH. ELEM.	\$25,561.00	BBT1014
17552	1-001-80-080-1232-0000	T	10/1/2014	ED ASSISTANTS - STAFF DEVELOP.	\$5,000.00	BBT1014
17552	1-001-82-082-1111-0000	T	10/1/2014	ADMIN. SALARIES - SUPER.	\$15,969.00	BBT1014
17552	1-001-84-088-1151-0000	F	10/1/2014	CERTIFIED SALARY ADJ.	\$16,000.00	BBT1014

From \$356,845.00

To Credit: \$356,845.00

AUGUST 3(6)

M	T	W	TH	F
24	25	26	27	28
31				

24-All Teachers Report
 24, 25 & 26 -Staff Development Days
 27-Students Report

SEPTEMBER 19(19)

M	T	W	TH	F
	1	2	3	4
--	8	9	10	11
--	15	16	17	18
21	22	--	24	25
28	29	30		

7-Labor Day, Schools Closed
 14-Rosh Hashanah, Schools Closed
 23-Yom Kippur-Schools Closed

OCTOBER 22(22)

M	T	W	TH	F
			1	2
5	6	*7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*7-Early Dismissal-Staff Dev.

NOVEMBER 18(19)

M	T	W	TH	F
2	--	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	*25	--	--
30				

3-Election Day-Schools Closed For Students, Staff Development Day
 25-Early Dismissal for Thanksgiving
 26-27-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
	1	*2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	--	--
--	--	--	--	--

*2-Early Dismissal-Staff Dev.
 24-31-Holiday Recess

JANUARY 19(19)

M	T	W	TH	F
				--
4	5	6	7	8
11	12	*13	14	15
--	19	20	21	22
25	26	27	28	29

1-New Year's Day 2
 *13-Early Dismissal-Staff Dev.
 18-Martin Luther King Day, Schools Closed

FEBRUARY 19(19)

M	T	W	TH	F
1	2	*3	4	5
8	9	10	11	12
15	16	17	18	19
--	--	24	25	26
29				

*3-Early Dismissal-Staff Dev.
 22-23-Schools Closed

MARCH 22(22)

M	T	W	TH	F
	1	*2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	--
28	29	30	31	

*2-Early Dismissal-Staff Dev.
 25 -Good Friday- Schools Closed

APRIL 16(16)

M	T	W	TH	F
				1
4	5	*6	7	8
--	--	--	--	--
18	19	20	21	22
25	26	27	28	29

*6-Early Dismissal-Staff Dev.
 11-15 Schools Closed

MAY 21(21)

M	T	W	TH	F
2	3	*4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
--	31			

*4-Early Dismissal-Staff Dev.
 30-Memorial Day, Schools Closed

JUNE 7(7)

M	T	W	TH	F
		1	2	3
6	7	8	☀9	10
13	14	15	■16	17
20	21	22	23	24
27	28	29	30	

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

Student Days - 183
 Teacher Days - 187

The calendar builds-in five emergency closings, with the last day of school projected as June 16th. Unused closings will be deducted from this date. Extra closings will be added on June 17 and 20 with additional days taken from the April break starting with 4/15, 4/14, etc.

Open House Dates:

Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Conferences/Early Dismissals:

Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Adopted

AUGUST 3(6)

M	T	W	TH	F
		24	25	26
29	30	31		

24-All Teachers Report
24, 25 & 26 -Staff Development Days
 29 Students Report

SEPTEMBER 21(21)

M	T	W	TH	F
			1	2
--	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5-Labor Day, Schools Closed

OCTOBER 19(19)

M	T	W	TH	F
--	4	*5	6	7
10	11	--	13	14
17	18	19	20	21
24	25	26	27	28
31				

*5-Early Dismissal-Staff Dev.
 3 - Rosh Hashanah-Schools Closed
 12-Yom Kippur-Schools Closed

NOVEMBER 19(20)

M	T	W	TH	F
	1	2	3	4
7	--	9	10	11
14	15	16	17	18
21	22	*23	--	--
28	29	30		

8-Election Day-Schools Closed For Students, Staff Development Day
 23-Early Dismissal for Thanksgiving
 24-25-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
			1	2
5	6	*7	8	9
12	13	14	15	16
19	20	21	22	23
--	--	--	--	--

*7-Early Dismissal-Staff Dev.
 26-30-Holiday Recess

JANUARY 20(20)

M	T	W	TH	F
--	3	4	5	6
9	10	*11	12	13
--	17	18	19	20
23	24	25	26	27
30	31			

*11-Early Dismissal-Staff Dev.
 2-New Year's Day
 16-Martin Luther King Day, Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
		*1	2	3
6	7	8	9	10
13	14	15	16	17
--	--	22	23	24
27	28			

*1-Early Dismissal-Staff Dev.
 20-21-Schools Closed

MARCH 23(23)

M	T	W	TH	F
		*1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*1-Early Dismissal-Staff Dev.

APRIL 14(14)

M	T	W	TH	F
3	4	*5	6	7
10	11	12	13	--
--	--	--	--	--
24	25	26	27	28

*5-Early Dismissal-Staff Dev.
 14-Good Friday- Schools Closed
 17-21 Schools Closed

MAY 22(22)

M	T	W	TH	F
1	2	*3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
--	30	31		

*3-Early Dismissal-Staff Dev.
 29-Memorial Day- Schools Closed

JUNE 7(7)

M	T	W	TH	F
			1	2
5	6	7	8	☀9
12	13	14	15	■16
19	20	21	22	23
26	27	28	29	30

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

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Open House Dates:

Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Conferences/Early Dismissals:

Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Adopted

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Trans #	Account Number	T / F	Date	Description	Amount	Batch
17552	1-001-10-001-1115-0000	F	10/1/2014	LEAD TEACHERS - ADMIN.	\$7,710.00	BBT1014
17552	1-001-10-001-1221-0000	T	10/1/2014	CLERICAL - ADMIN.	\$3,789.00	BBT1014
17552	1-001-10-009-1131-0000	F	10/1/2014	SPECIALISTS - EARLY INTERVENTION	\$15,000.00	BBT1014
17552	1-001-10-024-1121-0000	T	10/1/2014	TEACHERS - P.E.	\$13,869.00	BBT1014
17552	1-001-10-026-1121-0000	T	10/1/2014	TEACHERS - READING	\$719.00	BBT1014
17552	1-001-10-038-1121-0000	T	10/1/2014	TEACHERS - CLASSROOM	\$8,395.00	BBT1014
17552	1-001-20-001-1115-0000	T	10/1/2014	LEAD TEACHERS - ADMIN.	\$7,622.00	BBT1014
17552	1-001-20-024-1121-0000	F	10/1/2014	TEACHERS - P.E.	\$25,000.00	BBT1014
17552	1-001-20-026-1121-0000	T	10/1/2014	TEACHERS - READING	\$528.00	BBT1014
17552	1-001-20-038-1121-0000	F	10/1/2014	TEACHERS - CLASSROOM	\$5,000.00	BBT1014
17552	1-001-30-009-1131-0000	T	10/1/2014	SPECIALISTS - EARLY INTERVENTION	\$16,137.00	BBT1014
17552	1-001-30-024-1121-0000	F	10/1/2014	TEACHERS - P.E.	\$30,000.00	BBT1014
17552	1-001-30-026-1131-0000	F	10/1/2014	SPECIALISTS - READING	\$34,187.00	BBT1014
17552	1-001-30-038-1121-0000	T	10/1/2014	TEACHERS - CLASSROOM	\$9,320.00	BBT1014
17552	1-001-30-038-1232-0000	T	10/1/2014	ED ASSISTANTS - CLASSROOM	\$37,000.00	BBT1014
17552	1-001-40-001-1115-0000	T	10/1/2014	LEAD TEACHERS - ADMIN.	\$17,946.00	BBT1014
17552	1-001-40-024-1121-0000	T	10/1/2014	TEACHERS - P.E.	\$230.00	BBT1014
17552	1-001-45-001-1221-0000	F	10/1/2014	CLERICAL - ADMIN.	\$3,124.00	BBT1014

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Trans #	Account Number	T / F	Date	Description	Amount	Batch
17552	1-001-45-002-1121-0000	F	10/1/2014	TEACHERS - ART	\$8,000.00	BBT1014
17552	1-001-45-038-1232-0000	T	10/1/2014	ED ASSISTANTS - CLASSROOM	\$16,430.00	BBT1014
17552	1-001-45-040-1131-0000	T	10/1/2014	SPECIALISTS - GUIDANCE	\$1,372.00	BBT1014
17552	1-001-50-002-1121-0000	F	10/1/2014	TEACHERS - ART	\$14,000.00	BBT1014
17552	1-001-50-010-1121-0000	F	10/1/2014	TEACHERS - ENGLISH	\$26,000.00	BBT1014
17552	1-001-50-014-1121-0000	F	10/1/2014	TEACHERS - HEALTH ED	\$12,000.00	BBT1014
17552	1-001-50-020-1121-0000	F	10/1/2014	TEACHERS - MATH	\$10,000.00	BBT1014
17552	1-001-50-028-1121-0000	F	10/1/2014	TEACHERS - SCIENCE	\$5,000.00	BBT1014
17552	1-001-50-030-1121-0000	T	10/1/2014	TEACHERS - SOC. STUDIES	\$22,964.00	BBT1014
17552	1-001-50-034-1131-0000	T	10/1/2014	SPECIALISTS - LIBRARY	\$1,679.00	BBT1014
17552	1-001-50-034-1221-0000	F	10/1/2014	CLERICAL - LIBRARY	\$665.00	BBT1014
17552	1-001-60-001-1112-0000	F	10/1/2014	PRINCIPALS SALARIES	\$27,159.00	BBT1014
17552	1-001-60-010-1121-0000	T	10/1/2014	TEACHERS - ENGLISH	\$400.00	BBT1014
17552	1-001-60-012-1121-0000	F	10/1/2014	TEACHERS - WORLD LANG.	\$5,000.00	BBT1014
17552	1-001-60-018-1121-0000	F	10/1/2014	TEACHERS - TECH ED.	\$29,000.00	BBT1014
17552	1-001-60-020-1121-0000	F	10/1/2014	TEACHERS - MATH	\$47,000.00	BBT1014
17552	1-001-60-028-1121-0000	F	10/1/2014	TEACHERS - SCIENCE	\$6,000.00	BBT1014
17552	1-001-60-030-1121-0000	T	10/1/2014	TEACHERS - SOC. STUDIES	\$5,787.00	BBT1014

Transfers Report
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Trans #	Account Number	T / F	Date	Description	Amount	Batch
17552	1-001-75-060-1121-0000	T	10/1/2014	TEACHERS - GATES	\$61,578.00	BBT1014
17552	1-001-75-061-1121-0000	T	10/1/2014	TEACHERS - SP. ED. PREK-8	\$1,598.00	BBT1014
17552	1-001-75-061-1232-0000	T	10/1/2014	ED ASSISTANTS - SP. ED. PREK-8	\$31,000.00	BBT1014
17552	1-001-75-061-1333-0000	T	10/1/2014	ED ASSISTANTS SUBS. - SP. ED.	\$5,000.00	BBT1014
17552	1-001-75-063-1232-0000	F	10/1/2014	ED ASSISTANTS - SP. ED. H.S.	\$31,000.00	BBT1014
17552	1-001-75-066-1121-0000	T	10/1/2014	TEACHERS - TRANSITIONAL	\$23,061.00	BBT1014
17552	1-001-75-079-1121-0000	T	10/1/2014	TEACHERS - SUMMER PROGRAMS	\$12,611.00	BBT1014
17552	1-001-75-079-1232-0000	T	10/1/2014	ED ASSISTANTS - SUMMER	\$11,280.00	BBT1014
17552	1-001-76-056-1133-0000	T	10/1/2014	SPECIALISTS - PSYCH. ELEM.	\$25,561.00	BBT1014
17552	1-001-80-080-1232-0000	T	10/1/2014	ED ASSISTANTS - STAFF DEVELOP.	\$5,000.00	BBT1014
17552	1-001-82-082-1111-0000	T	10/1/2014	ADMIN. SALARIES - SUPER.	\$15,969.00	BBT1014
17552	1-001-84-088-1151-0000	F	10/1/2014	CERTIFIED SALARY ADJ.	\$16,000.00	BBT1014

From \$356,845.00

To Credit: \$356,845.00