

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

Minutes of the Board of Education meeting held on March 5, 2024 at 7:00 p.m. in the Council Chambers, Municipal Office Building, 3 Primrose Street.

A. Plante, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
S. Tomai	1 Staff
C. Gilson	2 Public
D. Linnetz	1 Press
G. Peteronjes	
A. Jerfy	

MOTION: Mr. Ramsey moved that the Board of Education go into executive session regarding a personnel request and invite Mr. Melillo. Mrs. Tomai seconded. Motion passes unanimously.

Item 1 – Executive Session

Executive session began at 6:45 and ended at 6:48 p.m.

Mrs. Plante called the meeting to order at 7:00 p.m.

Item 2 – Pledge of Allegiance

Item 3 – Action on Personnel Request

MOTION: Mr. Ramsey moved that the Board of Education support, as recommended by the Superintendent, Julie Shull's request pertaining to Article 31.2 of the teacher contract.

Mrs. Linnetz seconded. Motion passes unanimously.

Item 4 – Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda which includes a donation to Newtown High School and the correspondence report.

Mrs. Linnetz second. Motion passes unanimously.

Item 5 – Public Participation

Item 6 – Reports

Chair Report: Mrs. Plante reported that the Board of Finance made a recommendation to the Legislative Council to reduce the Board of Education budget by approximately \$1M. Of that amount, \$455,000 will be replaced by funds from the Town's nonrecurring account and those funds will go to our buildings and grounds projects as in the past. Now it proceeds to the Legislative Council. She and Mr. Melillo will be at their Education Subcommittee meeting on March 11. Also, she and several Board members were at Sandy Hook School to celebrate Read Across America and enjoyed reading to students.

Superintendent's Report: Last Friday he also read in Ms. Walsky's kindergarten class at Sandy Hook School for Read Across America Day. He attended the Newtown Band and Guard extravaganza Saturday night with over 25 teams competing. He congratulated Emily Metzker, Grace Fischer, Tanner Mapes, and Hope Kenney for being given the Newtown Rotary Club's Student of the Month award, which recognizes their hard work, dedication and exemplary character. March marks Women's History Month, which celebrates contributions and achievements of women throughout history and empowers students to appreciate and honor their contributions and accomplishments.

Committee Reports:

Mrs. Linnetz reported on the Policy Committee meeting and thanked Mr. Ramsey for joining the committee. They discussed the emergency preparedness and safety policies along with the two new policies on the agenda regarding emergency closings and food service personnel code of conduct which is a required policy.

Mrs. Tomai asked if they were going to address the policy on parents opting out of books. Mrs. Linnetz expects it to be on Monday's agenda.

Mr. Ramsey reported that Curriculum and Instruction reviewed presentations on the two curriculums on the agenda.

Mrs. Tomai noted that Head O'Meadow will celebrate literacy week the end of March and invited parents and Board members to read books to their students on March 25.

Mr. Ramsey attended the percussion extravaganza hosted by the high school which included students from towns in Connecticut and New York. He was honored to hand out awards.

Student Reports:

Mr. Peteronjes reported that winter athletics were coming to an end and students are signing up for spring sports. The boys' lacrosse team is hosting a dodgeball tournament where teams compete for the final cash prize as a fundraiser for their team later this month. The Computer Honor Society is working with the middle school on an event to convince incoming students to take computer science classes at the high school.

Mr. Jerfy said more and more seniors are using the career center for college and scholarship information. AP Government classes have been hosting mock trials and debates on gun violence over the past couple of weeks. Members of the local government have been in the lunchroom today giving students 18 or turning 18 before the election the opportunity to register to vote. The high school is preparing to perform their rendition of the musical comedy "Urinetown."

Financial Report Month Ending January 31, 2024:

MOTION: Mr. Ramsey moved that the Board of Education approve the financial report and transfers for the month ending January 31, 2024. Mrs. Tomai seconded. Motion passes unanimously.

Item 7 – Old Business**Item 8 – New Business**

Mrs. Linnetz spoke about Policy 3542.22 Food Service Personnel – Code of Conduct. We put this forward as a CABE recommended policy. Mrs. Vadas researched this policy and reported that it was the standard for other districts also.

Mr. Gilson asked if it was required.

Mrs. Linnetz said in the beginning of the year we found this policy was missing.

Mrs. Vadas said it is required and other districts have it.

Mrs. Linnetz referred to Policy 6114.6 Emergency Closings and said we don't currently have this and is recommended but not required. We felt it should be one of ours. Mr. Melillo was integral in providing feedback on the CABE recommended policy and also recommended some edits along with other committee members.

First Read of Modern U.S. History Curriculum:

Mr. Ramsey appreciated this curriculum and it also aligns well with the State standards.

Mr. Gilson said he was impressed with the teachers and asked for the presentation slides.

First Read of Modern U.S. History Curriculum:

Mr. Ramsey said we have a good dialogue with the teachers at the C & I meetings. They are engaged with the students in these classes.

Mr. Gilson noted that Candi Dietter engages the students taking this course and also provides multi-media resources.

Mrs. Uberti saw students in this class today learning about the Electoral College and they were encouraging those who will be 18 to register to vote. An option is also to record their presentations to share with the Board.

Minutes of February 22, 2024:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of February 22, 2024. Mrs. Tomai seconded. Motion passes unanimously.

Item 9 – Public Participation

MOTION: Mrs. Linnetz moved to adjourn. Mr. Gilson seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 7:30 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

February 12, 2024

TO: Chris Melillo

FROM: Kim Longobucco

Please accept the donation of \$2,024 from Mr. and Mrs. Beylouni. This is a very generous gift to the Newtown High School Senior Class of 2024. Newtown High senior students will certainly benefit from this donation.

Thank you.

A handwritten signature in blue ink, appearing to read "David Beylouni", written in a cursive style.

David Beylouni
Melissa Beylouni
15 Equestrian Road
Newtown, CT 06470

Correspondence Report
02/22/2024 – 03/04/2024

Date	Name	Subject
02/22/2024	Ramsey, Donald	Correspondence Report for the BOE meeting 03/05/2024
02/22/2024	Melillo, Christopher	Bus Accident
02/23/2024	Washburn, Chester	Retirement Incentive
02/23/2023	Stamm, Stacy	NHS Drama Invites BOE to attend Urinetown the Musical
02/25/2024	Plant, Alison	February 25 – Week in Preview
02/25/2024	Melillo, Christopher	2/25 Superintendent’s Sunday Update
02/26/2024	Merridith Christos via Newtown BOE	Avoid Child Care Complaints
02/28/2024	Melillo, Christopher	Roof Issue at NHS
02/29/2024	Melillo, Christopher	Municipal Center Evacuated
02/29/2024	Melillo, Christopher	NHS Tree
02/29/2024	Melillo, Christopher	Central Office is Open
03/01/2024	Melissa Martucci Gomez via Newtown BOE	Library Policy
03/01/2023	June, Kathy	BOE Mailing – March 5, 2024
03/03/2024	Melillo, Christopher	3/3 Superintendent’s Sunday Update
03/03/2024	Plante, Alison	March 3 - Week in Preview
03/04/2024	June, Kathy	Enrollment Report

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
JANUARY 31, 2024**

SUMMARY

The seventh financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. Many of the accounts within our major objects have been forecasted as “full budget spend” in order to more accurately project an estimated year-end balance. These balances are monitored closely and adjusted each month in order to capture any changes and fluctuations that occur throughout the year.

During the month of January, the district spent approximately \$8.1M for all operations. About \$4.2M was spent on salaries with the remaining balance of \$3.9M spent on all other objects (this includes quarterly health benefit cost of \$2.4M). All expenditures appear to be within normal limits at this time.

The change over the last month’s year-end projection has resulted in a decrease of -\$73,962; now showing a total projected balance of \$408,046. There were slight changes throughout the majority of the major objects with the most notable being found in salaries and supplies.

This report includes a transfer request in the amount of \$25,180.

- \$22,000 from salaries to professional services for teacher coverage
- \$3,180 from equipment repairs to instructional supplies

SALARY OBJECT

The overall salary object currently displays a positive position of \$281,574; decreasing over the prior month by -\$1,508. The salary object continues to drive our year-end balance and we anticipate that it will remain positive though the remainder of the year.

- **CERTIFIED SALARIES** – the overall balance in this sub-object is showing a positive position of \$64,218, increasing over the prior month by \$14,157. However, we have two SLP teachers that will be out on leave in February that will require replacements. Because this is a specialized area of learning, we will need to hire a professional service to backfill these positions and the cost of this service is similar to a teacher on top step. There will be some savings in the salary account to cover a portion of this service and we have included a transfer for January to cover one position.
- **NON-CERTIFIED SALARIES** – the overall balance in this sub-object is showing a positive position of \$217,356, decreasing over the prior month by -\$15,665. The paraeducator account continues to drive our surplus, now showing a balance of \$207,872. We have filled quite a few of our open positions, which may suggest that the equity adjustment had a positive effect on this union. We will have a better picture of this account next month when the filled positions have been fully encumbered.
- The small negative balances that are found in the clerical, nurses, custodial and security accounts are a result of contractual salary obligations that have not yet been adjusted and will be addressed in the upcoming months.
 - As of January, the following non-certified positions remain open: Eleven paraprofessionals, four behavioral therapists and one custodian.

EMPLOYEE BENEFITS - the overall balance in this object is showing negative -\$40,865.

- We have experienced unusually high and unanticipated unemployment expenses over the past few months, accruing a total of \$45,881 from July through December. This account can be very difficult to predict, especially during the budget process which is done a year in advance. We had budgeted \$30,000 in this account and this is typically more than enough to cover these costs. *However, at this time, we are estimating the costs to be approximately \$40,000 over budget.*
- We will also be watching for fluctuations in our defined contribution pension plan as this account typically requires a transfer at some point in the year. As of now, this account appears to be in good standing, most likely due to all of the non-certified open positions that we have had in the first seven months of the year.

PROFESSIONAL SERVICES – now showing a negative balance of -\$78,010. We have a couple of new services that sprung up this month and will continue through the end of the year.

- We are currently in need of two certified Speech and Language Pathologists due to teachers on leave. Because this is a specialized area of learning, we needed to hire a professional service to backfill these positions. A portion of the unused certified salary will be applied to this line item and a transfer request of \$22,000 has been included in this report. We are anticipating the net additional cost to be approximately \$40,000 and will most likely request another transfer from our salary line as soon as the funds become available.
- We are also in need of a 1:1 nursing service for a fragile student. We are unable to provide coverage with our float nurses because this position is required for the full school day and float nurses are needed at various times throughout the district. The estimated cost for this service through the end of the year is \$37,538 and the projection has been included in this report.

PURCHASED PROPERTY SERVICES – now showing a positive balance of \$21,286.

- We are still experiencing a small balance in our water and sewer accounts; however, this may decrease due to the issues we have been experiencing with the Middle School boiler. We do not anticipate that the entire balance will be used; although, we may see a reduction over the next few months.
- Our building & site emergency repair accounts are currently in good standing, despite the issues with the Middle School boiler. Keep in mind that these accounts are contingency accounts and the offset for the increased expenditures at the Middle School may be found in one of the other schools. We will keep a close eye on this area and ensure that the Board is aware of any changes. However, for now, we are projecting to be within our budget.

OTHER PURCHASED SERVICES – the overall position of this object is displaying a negative balance of -\$53,050, decreasing by \$18,754 over the prior month.

- **Communication** – we have a slight negative balance in this account primarily due to two accounts. One is a cost increase with our intranet provider CEN (Connecticut Education Network) and the other has to do with fluctuations in the E-rate discounts that are applied towards our internet bills. Once these discounts are applied, we may see this negative balance decrease.
- **Out-of-District Tuition** – we are experiencing a negative balance of -\$42,710 which is not alarming for this time of year. This report accounts for some of the changes that are upcoming which include two new outplacements and two changes in locations. We still have our SPED contingency account intact for \$100,000 that can be used to cover any overages that we may experience in the special education department.

SUPPLIES – the overall position of this object is showing a positive balance of \$178,000.

- **Electric** – our electricity accounts continue to remain positive, increasing over the prior month by \$5,000. Again, this balance is mostly due to our virtual net metering program, specifically at the Reed school. The credits for this location have been coming in higher than originally anticipated and continue to drive this balance.
- **Natural gas and Oil** – we continue to see a small balance from our natural gas and oil accounts due to less usage. So far, the winter months have been somewhat mild, contributing to a decrease in consumption.
- **Fuel for Vehicles** – we continue to see a balance here of \$15,000; however, we have just received word that our excise tax credit (for the use of alternative fuel in our buses) could be as high as \$76,883.00. This credit is typically available each year through the federal excise tax credit program. We have been fortunate enough to have received this credit for every year that we have applied, making the return on our investment in propane buses completely worth the while. The credit is available to municipalities who purchase propane in bulk to fuel their buses and have their own fueling station. We typically receive \$.50 per purchased gallon of propane for each calendar year, equating to approximately 153,000 gallons.

ALL OTHER OBJECTS

Our account-by-account analysis will continue throughout the year and we will keep the board apprised of any issues or concerns as they arise.

EMERGENCY REPAIRS

We have an emergency repair at our Middle School that was encumbered in February. One of our two boilers went down and we needed to provide a backup boiler. We were able to locate a rental that will be used until the old one is back up and running. The cost for this boiler rental is \$14,925 for the first month and \$9,800 thereafter. We are hopeful that the manufacturer of the faulty boiler will have the new one in place within 4-6 weeks. The old boiler is under warranty so there should not be any additional costs other than the rental.

The portable boiler runs on diesel which could potentially push our heating fuel account into the red and as of now, we do not have a good estimate for this cost. It's possible that the unit could use 50-100 gallons per day at the Town's market rate; however, we will have a better idea of this cost once the unit is up and running and will provide an update next month. As of January, we have a small surplus of \$10,000 in our heating account and we are hopeful that this will be enough to cover the additional costs.

REVENUE

The board of education received \$2,768.25 in tuition.

Tanja Vadas
Director of Business
February 16, 2024

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>GENERAL FUND BUDGET</u>											
100	SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 82,633	\$ 55,277,369	\$ 26,748,757	\$ 27,259,516	\$ 1,269,096	\$ 987,522	\$ 281,574	99.49%
200	EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 9,315,111	\$ 2,460,214	\$ 1,021,853	\$ 1,062,718	\$ (40,865)	100.32%
300	PROFESSIONAL SERVICES	\$ 606,860	\$ 597,698	\$ (275)	\$ 597,423	\$ 323,510	\$ 38,629	\$ 235,285	\$ 313,294	\$ (78,010)	113.06%
400	PURCHASED PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ -	\$ 1,807,982	\$ 947,432	\$ 290,085	\$ 570,465	\$ 549,179	\$ 21,286	98.82%
500	OTHER PURCHASED SERVICES	\$ 10,671,028	\$ 10,779,567	\$ 77,367	\$ 10,856,934	\$ 6,658,433	\$ 4,600,050	\$ (401,550)	\$ (348,499)	\$ (53,050)	100.49%
600	SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ (1,120)	\$ 3,176,210	\$ 1,425,119	\$ 122,442	\$ 1,628,648	\$ 1,450,648	\$ 178,000	94.40%
700	PROPERTY	\$ 540,847	\$ 560,749	\$ (180,105)	\$ 380,644	\$ 137,246	\$ 25,356	\$ 218,043	\$ 218,931	\$ (889)	100.23%
800	MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 67,904	\$ 3,053	\$ 4,954	\$ 4,954	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 45,623,512	\$ 34,799,346	\$ 4,646,793	\$ 4,238,747	\$ 408,046	99.52%
900	TRANSFER NON-LAPSING <i>(unaudited)</i>	\$ 182,082									
		<i>this amount has been recommended for transfer into the BoE's Non-Lapsing Fund</i>									
GRAND TOTAL		\$ 82,134,639	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 45,623,512	\$ 34,799,346	\$ 4,646,793	\$ 4,238,747	\$ 408,046	99.52%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	SALARIES										
	Administrative Salaries	\$ 4,208,912	\$ 4,253,224	\$ 84,655	\$ 4,337,879	\$ 2,424,538	\$ 1,913,816	\$ (474)	\$ 3,710	\$ (4,184)	100.10%
	Teachers & Specialists Salaries	\$ 33,987,089	\$ 35,332,530	\$ (179,126)	\$ 35,153,404	\$ 16,247,661	\$ 18,713,464	\$ 192,279	\$ 133,687	\$ 58,592	99.83%
	Early Retirement	\$ 89,000	\$ 13,000	\$ -	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 100,943	\$ 112,606	\$ 1,583	\$ 114,189	\$ 89,327	\$ 22,994	\$ 1,868	\$ 1,868	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 184,211	\$ 198,460	\$ -	\$ 198,460	\$ 73,007	\$ 53,091	\$ 72,362	\$ 62,713	\$ 9,649	95.14%
	Certified Substitutes	\$ 787,241	\$ 760,023	\$ -	\$ 760,023	\$ 345,724	\$ 206,672	\$ 207,627	\$ 207,427	\$ 200	99.97%
	Coaching/Activities	\$ 719,019	\$ 688,567	\$ -	\$ 688,567	\$ 379,100	\$ 4,035	\$ 305,432	\$ 305,470	\$ (38)	100.01%
	Staff & Program Development	\$ 128,011	\$ 130,250	\$ -	\$ 130,250	\$ 40,719	\$ 73,934	\$ 15,598	\$ 15,598	\$ -	100.00%
	CERTIFIED SALARIES	\$ 40,204,427	\$ 41,488,660	\$ (92,888)	\$ 41,395,772	\$ 19,613,075	\$ 20,988,005	\$ 794,692	\$ 730,473	\$ 64,218	99.84%
	Supervisors & Technology Salaries	\$ 1,000,730	\$ 1,020,284	\$ 27,057	\$ 1,047,341	\$ 559,348	\$ 427,122	\$ 60,871	\$ 58,893	\$ 1,978	99.81%
	Clerical & Secretarial Salaries	\$ 2,326,236	\$ 2,420,059	\$ 53,116	\$ 2,473,175	\$ 1,351,113	\$ 1,113,781	\$ 8,281	\$ 18,000	\$ (9,719)	100.39%
	Paraeducators	\$ 2,885,257	\$ 3,023,349	\$ -	\$ 3,023,349	\$ 1,336,473	\$ 1,424,704	\$ 262,172	\$ 54,300	\$ 207,872	93.12%
	Nurses & Medical Advisors	\$ 892,743	\$ 957,221	\$ -	\$ 957,221	\$ 440,146	\$ 505,499	\$ 11,576	\$ 13,760	\$ (2,184)	100.23%
	Custodial & Maint. Salaries	\$ 3,249,642	\$ 3,391,717	\$ 72,039	\$ 3,463,756	\$ 1,916,105	\$ 1,538,487	\$ 9,163	\$ 18,743	\$ (9,579)	100.28%
	Non-Certied Adj	\$ -	\$ 191,783	\$ (191,783)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 158,051	\$ 180,335	\$ 1,714	\$ 182,049	\$ 91,133	\$ 114,832	\$ (23,917)	\$ (26,874)	\$ 2,957	98.38%
	Special Education Svcs Salaries	\$ 1,378,049	\$ 1,437,033	\$ 203,378	\$ 1,640,411	\$ 861,959	\$ 787,251	\$ (8,800)	\$ (44,959)	\$ 36,159	97.80%
	Security Salaries & Attendance	\$ 652,247	\$ 700,574	\$ -	\$ 700,574	\$ 360,471	\$ 350,067	\$ (9,964)	\$ 211	\$ (10,175)	101.45%
	Extra Work - Non-Cert.	\$ 123,294	\$ 115,721	\$ 10,000	\$ 125,721	\$ 73,852	\$ 9,767	\$ 42,103	\$ 42,055	\$ 48	99.96%
	Custodial & Maint. Overtime	\$ 290,185	\$ 236,000	\$ -	\$ 236,000	\$ 125,694	\$ -	\$ 110,306	\$ 110,306	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 35,166	\$ 32,000	\$ -	\$ 32,000	\$ 19,387	\$ -	\$ 12,613	\$ 12,613	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 12,991,598	\$ 13,706,076	\$ 175,521	\$ 13,881,597	\$ 7,135,681	\$ 6,271,511	\$ 474,405	\$ 257,049	\$ 217,356	98.43%
	SUBTOTAL SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 82,633	\$ 55,277,369	\$ 26,748,757	\$ 27,259,516	\$ 1,269,096	\$ 987,522	\$ 281,574	99.49%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,772,698	\$ 9,556,747	\$ -	\$ 9,556,747	\$ 7,183,305	\$ 2,355,750	\$ 17,693	\$ 17,693	\$ -	100.00%
	Life Insurance	\$ 89,281	\$ 88,000	\$ -	\$ 88,000	\$ 51,255	\$ -	\$ 36,745	\$ 36,745	\$ -	100.00%
	FICA & Medicare	\$ 1,651,662	\$ 1,702,277	\$ -	\$ 1,702,277	\$ 883,023	\$ -	\$ 819,254	\$ 819,254	\$ -	100.00%
	Pensions	\$ 905,790	\$ 931,687	\$ 21,500	\$ 953,187	\$ 811,777	\$ 6,125	\$ 135,285	\$ 135,285	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 52,413	\$ 81,600	\$ -	\$ 81,600	\$ 68,739	\$ -	\$ 12,861	\$ 53,742	\$ (40,881)	150.10%
	Workers Compensation	\$ 423,781	\$ 415,367	\$ -	\$ 415,367	\$ 317,012	\$ 98,340	\$ 16	\$ -	\$ 16	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 9,315,111	\$ 2,460,214	\$ 1,021,853	\$ 1,062,718	\$ (40,865)	100.32%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 497,713	\$ 436,643	\$ -	\$ 436,643	\$ 231,304	\$ 26,353	\$ 178,986	\$ 256,996	\$ (78,010)	117.87%
	Professional Educational Serv.	\$ 109,147	\$ 161,055	\$ (275)	\$ 160,780	\$ 92,206	\$ 12,276	\$ 56,298	\$ 56,298	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 606,860	\$ 597,698	\$ (275)	\$ 597,423	\$ 323,510	\$ 38,629	\$ 235,285	\$ 313,294	\$ (78,010)	113.06%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 691,835	\$ 691,550	\$ -	\$ 691,550	\$ 448,949	\$ 137,663	\$ 104,938	\$ 104,938	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 122,590	\$ 135,620	\$ -	\$ 135,620	\$ 46,197	\$ -	\$ 89,423	\$ 68,423	\$ 21,000	84.52%
	Building, Site & Emergency Repairs	\$ 507,151	\$ 475,000	\$ -	\$ 475,000	\$ 215,458	\$ 38,752	\$ 220,790	\$ 220,790	\$ 0	100.00%
	Equipment Repairs	\$ 218,088	\$ 249,170	\$ -	\$ 249,170	\$ 116,091	\$ 22,429	\$ 110,650	\$ 110,650	\$ -	100.00%
	Rentals - Building & Equipment	\$ 231,687	\$ 256,642	\$ -	\$ 256,642	\$ 120,738	\$ 91,241	\$ 44,663	\$ 44,377	\$ 286	99.89%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ -	\$ 1,807,982	\$ 947,432	\$ 290,085	\$ 570,465	\$ 549,179	\$ 21,286	98.82%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,299,344	\$ 904,744	\$ 77,367	\$ 982,111	\$ 763,259	\$ 85,768	\$ 133,084	\$ 130,193	\$ 2,892	99.71%
	Transportation Services	\$ 4,596,980	\$ 4,907,573	\$ -	\$ 4,907,573	\$ 2,605,315	\$ 1,793,064	\$ 509,194	\$ 512,194	\$ (3,000)	100.06%
	Insurance - Property & Liability	\$ 443,316	\$ 446,219	\$ -	\$ 446,219	\$ 324,770	\$ 87,285	\$ 34,165	\$ 34,165	\$ -	100.00%
	Communications	\$ 179,879	\$ 174,170	\$ -	\$ 174,170	\$ 126,125	\$ 52,098	\$ (4,053)	\$ 5,122	\$ (9,175)	105.27%
	Printing Services	\$ 25,262	\$ 22,966	\$ -	\$ 22,966	\$ 7,339	\$ 1,260	\$ 14,367	\$ 15,424	\$ (1,057)	104.60%
	Tuition - Out of District	\$ 3,883,847	\$ 4,072,363	\$ -	\$ 4,072,363	\$ 2,718,768	\$ 2,564,821	\$ (1,211,226)	\$ (1,168,516)	\$ (42,710)	101.05%
	Student Travel & Staff Mileage	\$ 242,400	\$ 251,532	\$ -	\$ 251,532	\$ 112,858	\$ 15,755	\$ 122,920	\$ 122,920	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 10,671,028	\$ 10,779,567	\$ 77,367	\$ 10,856,934	\$ 6,658,433	\$ 4,600,050	\$ (401,550)	\$ (348,499)	\$ (53,050)	100.49%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 944,749	\$ 792,074	\$ (1,120)	\$ 790,954	\$ 490,019	\$ 65,290	\$ 235,645	\$ 235,645	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 221,527	\$ 198,452	\$ -	\$ 198,452	\$ 109,217	\$ 13,380	\$ 75,855	\$ 75,855	\$ -	100.00%
	Plant Supplies	\$ 398,008	\$ 365,600	\$ -	\$ 365,600	\$ 188,264	\$ 43,097	\$ 134,238	\$ 134,238	\$ -	100.00%
	Electric	\$ 303,101	\$ 950,982	\$ -	\$ 950,982	\$ 293,022	\$ -	\$ 657,960	\$ 533,960	\$ 124,000	86.96%
	Propane & Natural Gas	\$ 472,827	\$ 469,981	\$ -	\$ 469,981	\$ 157,129	\$ -	\$ 312,852	\$ 283,852	\$ 29,000	93.83%
	Heating Oil	\$ 93,031	\$ 94,098	\$ -	\$ 94,098	\$ 37,709	\$ -	\$ 56,389	\$ 46,389	\$ 10,000	89.37%
	Fuel for Vehicles & Equip.	\$ 130,729	\$ 238,356	\$ -	\$ 238,356	\$ 110,794	\$ -	\$ 127,562	\$ 112,562	\$ 15,000	93.71%
	Textbooks	\$ 631,365	\$ 67,787	\$ -	\$ 67,787	\$ 38,964	\$ 675	\$ 28,148	\$ 28,148	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ (1,120)	\$ 3,176,210	\$ 1,425,119	\$ 122,442	\$ 1,628,648	\$ 1,450,648	\$ 178,000	94.40%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 355,440	\$ 422,996	\$ (181,500)	\$ 241,496	\$ 115,029	\$ 17,838	\$ 108,629	\$ 108,629	\$ -	100.00%
	Other Equipment	\$ 185,407	\$ 137,753	\$ 1,395	\$ 139,148	\$ 22,217	\$ 7,517	\$ 109,414	\$ 110,302	\$ (889)	100.64%
	SUBTOTAL PROPERTY	\$ 540,847	\$ 560,749	\$ (180,105)	\$ 380,644	\$ 137,246	\$ 25,356	\$ 218,043	\$ 218,931	\$ (889)	100.23%
800	MISCELLANEOUS										
	Memberships	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 67,904	\$ 3,053	\$ 4,954	\$ 4,954	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 67,904	\$ 3,053	\$ 4,954	\$ 4,954	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	TOTAL LOCAL BUDGET	\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 45,623,512	\$ 34,799,346	\$ 4,646,793	\$ 4,238,747	\$ 408,046	99.52%
900	Transfer to Non-Lapsing										
	GRAND TOTAL	\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 45,623,512	\$ 34,799,346	\$ 4,646,793	\$ 4,238,747	\$ 408,046	99.52%

SPECIAL REVENUES

EXCESS COST GRANT REVENUE	EXPENDED 2022-2023	APPROVED BUDGET	SUBMITTED 1-Dec	STATE PROJECTED 1/1/2024 @ 68%	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266 Special Education Svcs Salaries ECG	\$ (7,750)	\$ -	\$ (50,725)	\$ (49,317)	\$ (49,317)	\$ 49,317			#DIV/0!
54116 Transportation Services - ECG	\$ (489,642)	\$ (408,408)	\$ (395,314)	\$ (384,336)	\$ (384,336)	\$ (24,072)			94.11%
54160 Tuition - Out of District ECG	\$ (1,373,396)	\$ (1,423,941)	\$ (1,378,921)	\$ (1,340,634)	\$ (1,340,634)	\$ (83,307)			94.15%
Total	\$ (1,870,788)	\$ (1,832,349)	\$ (1,824,960)	\$ (1,774,287)	\$ (1,774,287)	\$ (58,062)	\$ -	\$ -	96.83%
							Total*		
							*75% of Jan Proj		
SDE MAGNET TRANSPORTATION GRANT	\$ (13,000)	\$ (15,600)			\$ (15,600)	\$ -			100.00%

OTHER REVENUES

BOARD OF EDUCATION FEES & CHARGES - SERVICES

	APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	\$37,620	\$37,620	\$18,652	\$18,968	49.58%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000	\$30,000		\$30,000	0.00%
MISCELLANEOUS FEES	\$6,000	\$6,000	\$4,141	\$1,859	69.01%
TOTAL SCHOOL GENERATED FEES	\$73,620	\$73,620	\$22,792	\$50,828	30.96%

OTHER GRANTS

	TOTAL BUDGET	21-22 EXPENSED	22-23 EXPENSED	ENCUMBER	BALANCE	% EXPENSED
214 ESSER II - 9/30/2023	\$625,532	\$573,735	\$48,297	\$3,500	\$0	100.00%
218 ESSER III (estimated \$809k for 21-22 use) 9/30/2024	\$1,253,726	\$709,840	\$535,357		\$8,529	99.32%

**2023 - 2024
 NEWTOWN BOARD OF EDUCATION
 DETAIL OF TRANSFERS RECOMMENDED
 JANUARY 31, 2024**

		FROM			TO		
OBJECT CODE	AMOUNT			OBJECT CODE	AMOUNT		
100	\$22,000	TEACHERS & SPECIALISTS SALARIES		300	\$22,000	PROFESSIONAL SERVICES	
		\$22,000 001750580000-51131 SP ED - SPEECH & HEAR SPECIALISTS				\$22,000 001750580000-53000 SP ED - SPEECH & HEAR PROFESSIONAL SERVICES	
400	\$3,180	EQUIPMENT REPAIRS		600	\$3,180	INSTRUCTIONAL SUPPLIES	
		\$3,180 001750580000-53300 SP ED - SPEECH & HEAR REPAIRS				\$3,180 001750580000-55100 SP ED - SPEECH & HEAR INSTRUCTIONAL SUPPLIES	
	\$25,180	TOTAL TRANSFER REQUEST			\$25,180	TOTAL TRANSFER REQUEST	

**2023 - 2024
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 JANUARY 31, 2024**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$22,000	100	TEACHERS & SPECIALISTS SALARIES	300	PROFESSIONAL SERVICES	TO TRANSFER SAVINGS FROM A SPEECH PATHOLOGIST BEING OUT TO PROFESSIONAL SERVICES FOR COVERAGE OF POSITION
\$3,180	400	EQUIPMENT REPAIRS	600	INSTRUCTIONAL SUPPLIES	TO REALLOCATE SPEECH & HEARING BUDGET FUNDS TO COVER NEEDED SUPPLIES
\$25,180	TOTAL TRASNFER REQUEST				

A sample policy to consider. (Federal regulations require a written code of conduct for employees engaged in the procurement process for the National School Lunch Program, School Breakfast Program and the Summer Food Services Program)

Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Newtown School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Newtown School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.

Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct (continued)

Newtown Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.
3. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the Newtown School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieve supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Business/Non-Instructional Operations

Food Service

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
 - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
 - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
 - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.
3. After acceptance, procurement information is available to the general public except as noted above.

(cf. 3320 – Purchasing Procedures)

(cf. 3323 – Soliciting Prices, Bids)

(cf. 3326 – Ordering Goods and Services, Paying for Goods and Services)

(cf. 3542 – School Lunch Service)

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 4118.13/4218.13 – Conflict of Interest)

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

Business/Non-Instructional Operations

Food Service

Legal Reference: Connecticut General Statutes (continued)
10-216 Payment of expenses.
State Board of Education Regulations
10-215b-1 School lunch and nutrition programs.
10-215b-11 Requirement for meals.
10-215b-12 Reimbursement payments. (including free and reduced price meals)
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.
School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.
National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.
42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).
Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).
P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751
7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.
Nondiscrimination on the Basis of Handicap in Programs or Activities
Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.
2 CFR 200.318 General Procurement Standards

Policy adopted:

Instruction

Emergency Closings

Every attempt will be made to keep schools open according to the calendar approved by the Board of Education. However, there are times when emergency closing of schools is necessary.

Closing of schools, late opening, or early dismissal for inclement weather or emergency conditions will be decided by the Superintendent of Schools or designee based upon the best possible information available.

The Superintendent will consult with Newtown Police Department, Department of Public Works, local meteorologists, local Superintendents and Newtown Public School's Director of Facilities, as appropriate, to determine the need to close or delay school.

The Superintendent or designee will notify the Building Principals, the Bus Company, and the Maintenance Department/Head Custodian as soon as a decision is reached. ~~They~~ The Superintendent will be responsible for informing staff.

In the case of closing the schools for weather or emergencies, administrators and non-certified personnel should make every effort to reach their assigned duties as soon as roads are passable or the emergency condition is deemed safe by school administrators.

Emergency or discretionary leave may be used for those unable to reach a building unless the Superintendent or designee feels conditions are severe enough that all employees are dismissed from attending work.

Every effort will be made to notify impacted school community of the status of opening, by phone, by posting on the District web site, by email and through television and radio broadcasts.

(cf. 6111 - School Year/School Calendar)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.

Policy adopted:

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on February 22, 2024 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

A. Plante, Chair (absent)	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
S. Tomai	4 Staff
C. Gilson	1 Public
D. Linnetz (absent)	
G. Peteronjes (absent)	
A. Jerfy (absent)	

Mr. Vouros called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Mr. Vouros requested to add an additional item at the end of the meeting.

MOTION: Mr. Vouros moved that the Board of Education add for discussion and possible action the appointment of a Board member for the Policy Subcommittee to the agenda at the end of New Business. Mr. Ramsey seconded. Motion passes unanimously.

Item 2 – Consent Agenda

MOTION Mr. Ramsey moved that the Board of Education approve the consent agenda which includes the donation to Newtown High School and the correspondence report. Mrs. Tomai seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Mr. Vouros, on behalf of himself and the Board, thanked Mr. Higgins for his service to us in his nine months on the Board of Education and wished him well.

Mr. Ramsey was sorry to lose him. He is a very sharp, extremely intelligent, and insightful person and we wish him well.

Mrs. Tomai was sorry at the loss of her dear colleague and read his February 20 letter into the record.

Dear Board of Education Colleagues:

As some of you already know, I am in the process of relocating to Florida later this Spring to pursue certain business and teaching opportunities, and will no longer be domiciled in Connecticut, which means I will no longer be eligible to hold office in Newtown. Given the many important matters facing the Board, I have decided to step down now, so that a successor can quickly be appointed and can thereafter begin contributing to the critical decision-making ahead. For your reference, attached is my letter of resignation, effective as of February 20, 2024, filed with the Clerk.

From my perspective, Newtown faces serious challenges with its school system, many of which I have publicly discussed at length over the past year, including lackluster academic progress, declining post-secondary readiness, unaddressed performance gaps, inefficient allocation of existing budget resources, inadequate long-term facility planning, minimal investment in research and innovation, non-compliance with Board of Education policies, and alarming indicators of systemic leadership failures across multiple core functions, including district goal setting, school

security and safety, pupil services, data utilization, and performance accountability. These challenges are real, they are non-partisan, and as I have often sought to highlight during my time on the Board, they are capable of objective, evidence-based assessment, if only we choose to look.

The good news is that, while many of these challenges are hard and often frustrating, they are also solvable with honesty, collaboration, and the courage to act. Unfortunately, that appears to be the greatest challenge of all. As I see it, there is an entrenched culture of fear and resistance to change permeating the system, and a corresponding lack of courage to address that resistance head-on. While change is never easy, especially in large institutions, entrenched resistance poses an extraordinary barrier to real progress here. There is no better illustration of this than the administrative turmoil enveloping the district right now, the foreseeable results of which are likely to be disastrous for students, as well as for Newtown's committed educators and for the cause of progress. My strongly held view continues to be that Board leadership must have the courage to immediately and comprehensively address legitimate, well-known concerns, while also holding to account all contributors to administrative dysfunction. I believe a failure to do so now risks lasting harm to public education in Newtown.

I would like to take this final opportunity to wish the entire Board the very best going forward. It has been a pleasure to serve alongside all of you, and with our Superintendent, Chris Melillo. I am grateful for the collegiality, friendship, and patience, and I remain hopeful that together you will find the strength and the courage to do what is right for Newtown's future, no matter how hard it may be. I will be cheering for your success.

A final personal note of appreciation for my dear friend and talented colleague, Shannon Tomai. We began our unlikely journey of service on the Board of Education together, and I have been blessed with the good fortune to learn from her and to sit by her side at Board meetings. I will miss that seat greatly.

**Best Wishes,
Todd**

Mrs. Tomai added that she hopes we certainly do.

Mr. Gilson liked working with Mr. Higgins. He has a good heart and has meant well. From working with CABE, a lot of the challenges spoke about are being dealt with in other districts also and he looks forward to meeting those challenges.

Superintendent's Report: Last week we presented our budget to the Board of Finance. He thanked Mrs. Vadas and Mrs. Plante for their valuable contributions to the presentation.

There were no committee reports.

Mr. Ramsey visited the middle school on two occasions. One was for the Harlem Renaissance exhibit which gave him a great history lesson and included students in Grade 7-Red. He is big on social emotional experiences and referred to the pep rally where students and staff joined together in the A-wing gym with a student and faculty band and basketball contest.

Financial Report and Transfers:

MOTION: Mr. Ramsey moved that the Board of Education approve the financial report and transfers for the month ending January 31, 2024. Mr. Gilson seconded.

Mrs. Tomai said there was no CFF meeting due to the snow and noted that the transfer requests totaled \$25,180, with \$22,000 was from salaries to professional services and \$3,180 from equipment repairs to instructional supplies.

Mr. Gilson asked for an update on the middle school boiler situation.

Mr. Melillo said the emergency boiler is up and running. The boiler that failed is under warranty but we will have to pay for the emergency boiler and hookup.

Mrs. Tomai noted that they were interviewing for the facilities studies next Thursday.

Item 6 – Old Business

Action on Grades 5 and 6 Band Curriculum:

MOTION: Mr. Ramsey moved that the Board of Education approve the Grade 5 Band Curriculum. Mrs. Tomai seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the Grade 6 Band Curriculum. Mrs. Tomai seconded. Motion passes unanimously.

Item 5 – Presentations

DEI Update – Nixon & Co. Consulting:

Kellen Nixon and Jana Briggs of Nixon & Co. spoke about their work the past year and a half. Mr. Nixon said their work reflects the priorities of the district. Superintendent Melillo laid out a DEI statement and tenets that we are behind and integrated in the work we are doing in the district and seeing that as the way we are providing consulting services to the district. The SEL curriculum is guiding us as we think about individual relationships the students and teachers are being asked to build. He continued talking about the three-year work plan.

Mrs. Tomai asked for information regarding the Increasing Educator Diversity hiring plan.

Mr. Melillo said the State of Connecticut requires all districts to create an educator diversity plan. Our teaching force does not have deep diverse candidate pools. We are looking at a recent teacher shortage and at ways to look at a broader group of people during that process. It needs to be approved by the Board and submitted to the Department of Education.

Mrs. Tomai asked if they noticed any common concerns from the equity leaders.

Ms. Briggs said most is a concern about being comfortable navigating conversations. We encourage people to remember all of this is part of interacting socially and understanding the humanness of people.

Mr. Nixon said it seems that the culture of the school is reflected in the students they are serving. In the next months we will give them ways to navigate discussions.

Mr. Ramsey was glad there's been a shift since they arrived from a compliance approach to an invitational approach. We need to celebrate our unity and our differences. He asked how this translates into increased academic performance in the subject areas.

Ms. Briggs said it deals with psychological safety. When we create welcoming environments it elevates some of that when people feel safe. That's when the academic achievement increases.

Mr. Gilson appreciates the process and hopes the community sees what we are trying to do. He asked if teachers have access to them when they aren't here and if they get additional resources.

Mr. Nixon said that next session would be more robust. We are here monthly in the schools doing observations and we can also schedule office hours for those who want to meet with them.

Mr. Melillo said we are looking at the DEI work by bringing materials on creating welcoming environments. We found cultural differences between all of us and discussed how we feel welcomed and supported and how we can provide that for our students. We want to create an environment of learning and to ensure all students feel comfortable.

Mrs. Uberti said we worked on creating a community of practice with everyone believing in the work we are doing with a common understanding of how to handle things and be there for each other. We have this core group that supports each other.

Item 7 – New Business

Action on Increasing Educator Diversity Plan:

MOTION: Mr. Ramsey moved that the Board of Education approve the Increasing Educator Diversity Plan. Mr. Gilson seconded.

Mr. Melillo said we were tasked to create this from the State of Connecticut. We want to encourage a diverse group to apply and start our hiring season earlier in the year to reach candidates. Our goals are understanding the hiring process, provide bias training, look at ways to screen candidates, look at questions in the interview process, and look at creating a mentorship program so teachers feel supported. We also want to assure that our professional development helps our teachers to be confident.

Mr. Vouros asked if we have made a concerted effort to touch base with teacher colleges. Mr. Melillo said we have placed many of their interns in our schools. Few men go into the profession and 85% are white female. The state population for the diverse teaching force is 11%. In Newtown its 4%.

Mrs. Tomai verified that this was a template and Mrs. D'Eramo created the goals. Motion passes unanimously.

Action on 2024-2025 School Calendar:

MOTION: Mr. Ramsey moved that the Board of Education approve the 2024-2025 school calendar. Mr. Gilson seconded.

Mr. Melillo gave an overview of the calendar which has not changed much from the current calendar. The middle school requested more conference time so they have four days next year.

Mrs. Tomai said as a working Mom with young children its challenging to have multiple early release days in a row.

Mrs. Uberti said the elementary teachers don't need as much time for conferences. Mr. Ross utilized two days from the K-6 conference days and two from the high school days so there is no additional impact on the elementary schedule.

Motion passes unanimously.

Action on Minutes:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of January 30, 2024. Mr. Gilson seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of February 6, 2024. Mr. Gilson seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of February 15, 2024. Mr. Gilson seconded. Motion passes unanimously.

Action on Policy Committee Appointment:

MOTION: Mr. Ramsey moved that the Board of Education approve the appointment of Don Ramsey to the Policy Subcommittee effective immediately. Mrs. Tomai seconded. Mr. Vouros believed this was a temporary appointment until we get a new Board member. Motion passes unanimously.

Item 8 – Public Participation

Melissa Gomez, 6 Old Gate Lane, spoke about her concerns regarding a book that was read aloud to a third grade class at Middle Gate School.

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

Item 9 – Adjournment

The meeting adjourned at 8:24 p.m.

Respectfully submitted:


Donald Ramsey
Secretary



Unit Plan

American History through Industrialization

Newtown High School / Grade 11 / Social Studies

⤴ Week 1 - Week 3 | 9 Curriculum Developers | Last Updated: Jun 27, 2023 by Foss, David

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The goal of this unit is to briefly mention the major aspects of American history through 1900 with a major emphasis on how the nation formed its unique identity. Since the philosophy of the course is to study Modern US History, it is vital to get through the first few centuries as quickly as possible so the focus can be on the post 1900 US.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Systems

Concepts: Democracy, Expansion, Culture, Change, Conflict, Assimilation, Values/Ideals, War, Dominance, Minority, Principles

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. A democracy reflects citizens' values, needs, and wants.
2. Personal motivations shape national expansion.
3. Wars lead nations to reevaluate and possibly change core national principles.
4. Dominant cultures displace, assimilate, or overpower minority cultures.

1. a. How do the Constitution, Bill of Rights, and other amendments reflect peoples' needs and values? (F)
- b. How are a nation's origins reflected in its ideals? (C)
2. a. Why did the U.S. expand westward? (F)
- b. What justifies a nation's geographic expansion? (C)
- c. How does expansion contribute to a national experience? (C)
3. a. How did various conflicts alter the relationship between the U.S. government and its people? (F)
- b. What is the legacy of the Civil War? (F)
- c. How is it possible for a country to recover from a civil war? (C)
4. a. How did US expansion and industrialization impact minority cultures? (F)
- b. How do minority cultures react to domination? (C)

Provocative Question-

- a. To what extent did America progress and evolve according to the principles of the U.S. Constitution by 1900? (P)
- b. Did America live up to its founding ideals by 1900? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Colonial period, American Revolution, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, amendments and civil rights, state vs federal power, Exploration, Manifest

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Destiny, Indian Removal, Industrialization, Immigration, Expansionism, Civil War causes and effects, Reconstruction, Native American resistance/assimilation

Skills:

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

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

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

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Reading: Science & Technical Subjects

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

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.**

Writing

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

- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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

- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 2: History

Change, Continuity and Context

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

Causation and Argumentation

- HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 4: Communicating Conclusions & Taking Informed Action




























United States History

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

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will read and analyze the *Declaration of Independence*, one of the key founding documents of the U.S.
2. Students will analyze other national founding documents, most notably the *Constitution of the United States*, including the Bill of Rights. Some teachers will also integrate the *Articles of Confederation* into this discussion.
3. Students will jigsaw the various aspects of US history and culture (economics, politics, culture, gender, race relations, etc) by investigating their topics and sharing them with others either in small group or presentation format or students will analyze secondary sources to assess US change over time in various categories.

-  1. Declaration of Independence Guide    1. Declaration of Independence Activity   2. Constitution in my Own Words Honors 
-  2. Constitution in My Own Words CP   2. Bill of Rights PPT   2. Bill of Rights PPT   2. Anatomy of Constitution Reading 
-  2. Anatomy of Constitution Activities Fillable   2. Anatomy of Constitution Lesson Plan   2. Anatomy of Constitution Reading 
-  2. Anatomy of Constitution Student Docs   3. Jigsaw Activity   3. Overview of Life in America 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Manifest Destiny, Assimilation, Federalism, Industrialization, Urbanization

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016


Optional Activities:

1. Students will introduce themselves to the class and connect to basic understandings of the US, using the "I am Me" activity or some other "get to know you" activity.
2. Students will read and understand information from an Upfront article about the Gold Rush and Manifest Destiny.
3. Students will analyze primary source documents focusing on Westward Expansion to evaluate different cultural viewpoints.
4. Students will analyze primary source documents focusing on Native American boarding schools.
5. Students will write an essay explaining American development, based on class activities and independent research in several key themes (economics, foreign policy, politics, expansion, gender, race relations, immigration etc.). Within that essay, students will assess to what extent the US improved over time and answer where and what "we are" as a nation circa 1900.

 [1. I am from me activity](#)  

 [2. California Gold Rush Reading](#)  

 [3. Westward Expansion Cultural Crossroads Primary Source Set](#)  

 [4. Native American Boarding Schools Primary Source Set](#)  

 [5. Territorial Acquisitions Graphic Organizer](#)  


 [5. Territorial Acquisitions Reading](#)  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Who We Are Annotated Concept Map | Summative | Other Visual Assessments


Students will work collaboratively to design a concept map or poster that best represents America's identity by 1900. This map will include relevant illustrations as well as annotated descriptions of America's standing in the realms of politics, economics, foreign affairs, society and culture and race and gender.

 Unit 1 Who We Are Annotated Activity.docx

5 Standards Assessed

Scaffolded Essay Assignment | Formative | Expository Essay

Students will write portions of an expository essay with appropriate scaffolding strategies from the teacher. They might develop thesis statement strategies, topic sentence strategies, body paragraph strategies. Students will still be investigating change over time in American history between 1800 and 1900.

 Unit_1_Writing_Assessment_CP- Ferrier.docx

4 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

US Emerging As A World Power

Newtown High School / Grade 11 / Social Studies

Week 4 - Week 5 | 9 Curriculum Developers | Last Updated: Jun 27, 2023 by Foss, David

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

As the U.S. identity continues to develop, this unit explores the period of U.S. Imperialism as the US tries to become a major power relative to European empires. Since these actions were controversial, this unit also marks the students first attempt at argument development with the first debate.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Power, Dominance

Concepts: Control, Industrialization, Imperialism/Colonization, Resources, Public Opinion, Influence, Special Interest Groups

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Industrialization demands resources.
2. An imperialistic nation increases power and influence in world affairs through colonization.
3. Special interest groups seek to control national affairs by swaying public opinion.
4. Stronger nations attain cultural dominance over weaker nations.

1. a. What were the economic goals of the U.S. in the early 20th century? (F)
- b. How does a want of resources guide policy? (C)
- c. What is the connection between industrialization and imperialism? (C)
2. a. What is imperialism? (F)
- b. What is colonization? (F)
- c. What are some of the reasons why the US desired colonies around 1900? (F)
- d. Where did the US try to extend its influence? (F)
- e. What does a nation need to be a world power? (C)
3. a. How and why did certain groups push for war with Spain? (F)
- b. Did certain groups get what they were hoping for as a result of the Spanish American War? (F)
- c. Under what circumstances is a nation justified in declaring war? (C)
- d. What role does the media play in shaping public opinion? (C)
4. a. What is American Exceptionalism? (F)
- b. What role did American Exceptionalism play in Imperialism? (C)
- c. What territories did the U.S. acquire? (F)
- d. How did the U.S. act as a colonial master? (F)
- e. How do nations justify imperial dominance? (C)

Provocative Questions:

- a. Did the U.S. betray its principles in becoming an imperial power?
- b. To what extent is war justified?
- c. Was the US justified in taking over other countries?
- d. To what extent did big business cause America to become an imperial power?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Robber Barons, Big Business, Trade Relations, Imperialism, Spanish American War, Latin American Relations, Territorial Acquisitions (Hawaii, Philippines, etc) , Open Door Policy, Propaganda

Skills:

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

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

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12**Capacities of the Literate Individual****Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They come to understand other perspectives and cultures. [Show Details](#)

Reading: History/Social Studies

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

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

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

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

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

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

Writing

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

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 2: History

Perspectives

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

Causation and Argumentation

- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 2: Economics

Exchange and Markets

- ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Global Interconnections

- GEO 9–12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

Dimension 3: Evaluating Sources & Using Evidence

United States History

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

Dimension 4: Communicating Conclusions & Taking Informed Action

United States History

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will define a world power by discussing and brainstorming indicators and characteristics.
2. Students will define the reasons the US became an empire in the late 19th century.
3. Students will analyze the causes and effects of the Spanish-American War.
4. Students will analyze political cartoons detailing their opinions about which nations should be subject to U.S. economic expansion, and potential problems or conflicts America will face. **Note: Some of these cartoons in the "Philippine War Political Cartoons" are racist, but are necessary to emphasize the racism and attitudes of the time period studied. Teachers warn students in advance that they will see racist images.**
5. Students will analyze and debate reasons and justifications for American Imperialism then answer the question whether it was proper and legitimate.

-  1. World Power Activity   2. Introduction to Imperialism PowerPoint   3. Yellow Journalism Reading 
-  3. Remember the Maine and to Hell with Spain Reading   3. Remember the Maine Reading Questions 
-  3. Spanish American War Lecture   3. Spanish American War Students 
-  3. Spanish American War/Cuba Primary Source Docs Jigsaw   4. Intro to Political Cartoons 
-  4. Philippine War Political Cartoons PowerPoint   5. Reasons and Justifications for American Imperialism 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Imperialism, Colonialism, "Civilization", "White Man's Burden"
Ethnocentrism/ Racism

Resources


Teacher and student resources used to support the learning.


Professional Resources:




1. Textbook: *United States History Reconstruction to the Present*,
Lapsansky-Werner et al. - Pearson - 2016

Optional activities:

1. "Reaching for World Power" Public Service Announcement – Students will review content information, and create and perform a brief oral presentation. Format includes a statement of a problem or issue, a position on a statement or issue, and a call to action for an audience.
2. Students will read and analyze Aguinaldo's Case Against the US.
3. Students will read and analyze McKinley's request for a declaration of war against Spain. They will take on the persona of a U.S. Senator, media member, potential recruit, OR a neutral observer. Students will provide a critique of the validity of McKinley's claims, and analyze the extent to which he employed propaganda to make his argument for war.

 1. PSA Instructions  

 2. Aguinaldo's Case Against the US  

 3. McKinley War Message Activity.doc  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Political Cartoon Overview and Assessment | Summative | Other Visual Assessments

Primary source analysis through political cartoons and propaganda posters is an integral element of this course. As a whole class, students will learn about the elements of political cartooning through direct instruction and whole class analysis of current events cartoons provided by the teacher. Students will then apply this learning by creating their own political cartoon as outlined and personalized by the teacher and scored against the rubric.

[UNIT 2 Political Cartoon Overview.ppt](#) [UNIT 2 Political Cartoon RUBRIC.docx](#) [Unit 2 Political Cartoons Assignment Sheet.docx](#)

7 Standards Assessed

Imperialism Debate and Discussion | Summative | Other oral assessments

Students will analyze and debate reasons for and justifications for American Imperialism and answer the question whether it was morally proper and legitimate.

[Imperialism_Debate Format- F.doc](#) [DebateGuidelines_Imperialism- F.doc](#) [Pro and Anti Imperialism Documents.pdf](#)

13 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

The U.S. in World War I

Newtown High School / Grade 11 / Social Studies

⤴ Week 6 - Week 8 | 9 Curriculum Developers | Last Updated: Jun 29, 2023 by Foss, David

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will navigate the complexities of the U.S. role in the first World War, including how it changed society domestically and, our role abroad. Students will focus on analysis primarily through WWI propaganda.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Conflict

Concepts: Propaganda, Idealism vs. Realism, Emotional Investment, War, Economic interests, Ethnic ties, Media, External Threats, Core national principles

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Internal and external factors (ie. economic interests, ethnic ties, media, external threats) determine whether or not a country will get involved in a war.
2. Propaganda stimulates an emotional investment in a cause.
3. Wars lead nations to reevaluate core national principles.
4. When putting idealistic visions into practice, leaders must navigate realities.

1. a. What caused WWI? (F)
- b. What events led to increasing American involvement in WWI? (F)
- c. What caused public opinion in the US to shift from neutrality to action? (F)
- d. How does American justification for WWI compare to American justification in the Spanish American War? (F)
- e. To what degree does a nation need to be threatened before it goes to war? (C)
2. a. How did the US government encourage active participation among the people? (F)
- b. What did the US expect the population to do to contribute to the war effort? (F)
- c. How are various propaganda techniques used to get citizens to aid a war effort? (C)

3. a. How did WWI affect various social groups (ie women, African Americans)? (F)
- b. What specific actions did the US government take to limit rights during wartime? (F)
- c. How did the US government direct the economy during the war? (F)
- d. How and why does government limit free speech and other individual rights (the draft, Espionage Act) in times of war and upheaval? (C)

4. a. How were Wilson's 14 Points designed to avoid future wars? (F)
- b. Why did the leaders of Europe reject aspects of Wilson's plan? (F)
- c. What realities did Wilson face on the homefront in trying to promote his vision? (F)

Provocative Questions:

- a. How necessary is civilian involvement in winning a war?
- b. Should the US government restrict individual liberties to the degree that they did during WWI?
- c. Why are nations inclined to choose concrete gains over an idealistic future?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Causes of WWI, US Neutrality, Reasons for US entry in the war, Homefront, Propaganda, Wilson's 14 Points, Treaty of Versailles, League of Nations, Treaty Ratification, WWI Effects , Post War Isolationism

Skills:

Students will develop information literacy skills as they:

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

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 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.

Standards

The content standards that are taught and/or assessed in this unit.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**CCSS: Grades 11-12****Reading: History/Social Studies****2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Reading: Science & Technical Subjects**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Writing

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

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

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CT: Social Studies (2015)**CT: HS: United States History****Dimension 2: History****Causation and Argumentation**

- HIST 9-12.11 Analyze multiple and complex causes and effects of events in the past.

Dimension 2: Economics**Global Economy**

- ECO 9-12.6 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.

Dimension 2: Geography**Global Interconnections**

- GEO 9–12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

Dimension 4: Communicating Conclusions & Taking Informed Action

United States History

- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will identify the short and long term causes of WWI and reasons for US neutrality before entering.
2. Students will analyze the extent to which US citizens supported the war effort.
3. Students will analyze propaganda from print sources about WWI.
4. Students will view and discuss important aspects of the video, "The Century: Shellshock."
5. Students will explore a WWI Interactive Guide developed by *The Guardian*.

1. WWI PPT simulation 1. WWI simulation handout 1. WWI simulation worksheet 1&2. WWI PowerPoint
- 1&2. WWI PowerPoint Guide 3. Propaganda Posters WWI 3. Propaganda Techniques
4. "The Century: Shellshock" Video Questions 4. Shellshock Video Link 5. WWI Interactive Guide
5. WWI Interactive Guide Link

Resources

Teacher and student resources used to support the learning.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.



























Militarism, Nationalism, Alliances, Xenophobia, Propaganda, War Bonds, Shellshock, Communism

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional activities:

1. Students will read and discuss the Upfront article, "Why WWI Still Matters".
2. Students will compare and contrast Wilson's neutrality speech in 1914 versus his War Declaration Speech in 1917.
3. Students will compare Wilson's 14 points with the Versailles Treaty.
4. Students will explore and tour an online exhibit Echoes of the Great War.
5. World War I Propaganda Portfolio – Students will research and create various examples of appropriate World War I Era propaganda to apply what they know about foreign policy, government/business relationships, public opinion during wartime, causes of war and involvement, and effects of war.
6. Students will play the role of a WWI person or interest group and participate in a conference setting.
7. Students will watch excerpts from *1917* and analyze aspects about WWI trenches or *They Shall Not Grow Old*.
8. Students will analyze primary source documents focusing on the justifications for and opposition to the anti-communist Palmer Raids. Using their research they will support one side in a mini-debate setting.
9. Student groups will discuss various scenarios that can lead to armed conflict, and decide when war is justified. Teacher can supply the "Just War Theory" to use as a benchmark to compare with scenarios in a t-chart or some other graphic organizer.

- 🔗 1. Why WWI Still Matters Reading  
- 🔗 2. Woodrow Wilson Speeches  
- 🔗 2. Woodrow Wilson Speech Questions  
- 🔗 3. Wilson vs Versailles Treaty  
- 🔗 4. Echoes of the Great War   🔗 5. Propaganda Portfolio  
- 🔗 6. WWI Homefront Simulation/Conference Activity  
- 🔗 7. 1917 and They Shall Not Grow Old Viewing Guide  
- 📄 Copy of Red Scare Was the Red Scare Justified_.docx  
- 📄 Copy of Red Scare not Justified Docs.docx  
- 📄 Copy of Red Scare Justified Docs.docx  
- 📄 Copy of Red Scare and Palmer Raids Debate.docx  
- 🔗 9. Just War Theory  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

WWI Test | Summative | Written Test

Students will take a quiz/test on WWI. Questions include multiple choice, short answers, and an analysis, in this case, of a WWI propaganda poster.

📄 Copy of WWI and Imperialism Quest

4 Standards Assessed

WW1 Propaganda Analysis | Summative | Other Visual Assessments

Students will analyze various examples of WW1 Propaganda. They will need to identify the purpose, intended audience, and techniques used. Students will then evaluate the effectiveness of each piece.

📎 PROPAGANDA WW1 ANALYSIS.docx

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Progressive Era and Immigration

Newtown High School / Grade 11 / Social Studies

⤴ Week 9 - Week 11 | 9 Curriculum Developers | Last Updated: Feb 12, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this unit, students will focus on the effects of industrialization, most notably how the era impacted our immigration patterns and how society then responded to the era of rapid change by investigating the Progressive Era. With immigration, students will look at some of the different perspectives to find how much continuity and change over time there has been with the various immigration waves. With the Progressive Era, students will delve into their first independent research assignment of the year.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Continuity and Change

Concepts: Migration, Reform, Agitation, Resistance, Fear, Resentment, Discontent, Political Pressure, Immigration, Push/Pull Factors

Generalizations

Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.

1. People weigh push/pull factors when determining risk and/or benefit of migration.
2. A nation's people determines personal and collective response to immigration based on values and practicalities.
3. Discontent leads to many forms of agitation.
4. Political pressure leads to societal reform.
5. Social reform and cultural change often spawns groups of resistance, fear, or resentment.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. a. What were some reasons people immigrated to the U.S. from 1880-1920? (F)
- b. How did newer immigrant groups differ from older, more established groups? (C)
- c. What was the typical immigrant experience? (C)
2. a. How and why did the US restrict immigration? (F)
- b. What types of responses do immigrants face upon arriving in a new place (welcoming, assimilation, resistance)? (C)
- c. What problems do some people associate with immigrant groups? (C)
- d. What are some benefits people associate with immigrant groups? (C)
- e. What is Nativism? (F)
3. a. What groups and organizations formed to agitate for change (Progressives, Populists, NAACP, etc)? (F)
- b. What factors caused people of the US to feel economically and politically oppressed? (F)
- c. In what ways did people and groups express their resentment? (F)
- d. How and why did women and African Americans agitate for change during the Progressive Era? (C)
- e. What problems are associated with industrialization and urbanization? (C)
- f. How do citizens pressure a government to make changes? (C)
4. a. What laws did the government pass to promote change within American society? (F)
- b. What societal reforms were enacted during the Progressive Era? (F)
- c. To what degree do political/economic reforms contribute to the overall progress of a country? (C)

5. a. What groups or organizations formed to resist change? What did these groups fear? (F)
- b. How does social reform cause groups to lose power? (C)
- c. How are rural and urban areas culturally different? (F)
- d. Why might there be tension between the two areas? (C)
- e. Why do Nativist groups tend to emerge during periods of immigration? (C)

Provocative Questions:

- a. To what extent do immigrants contribute to society?
- b. What does it mean to be an American?
- c. Does reform mandate that the powerful yield power to the disadvantaged?
- d. To what extent did the reforms of this era meet the needs of the people?
- e. Does social reform always cause a conservative backlash?
- f. Is it still possible for citizens to pressure their governments for change effectively?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

New vs. Old Immigration, Immigration restrictions, Nativism, American Dream, Social Norms, Assimilation, Free Silver, Populism, Progressivism, Labor Strife, Roosevelt, Taft, Wilson, Prohibition, Consumer Legislation, Women's Rights, African American Rights, Business Regulation

Skills:

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Students will develop information literacy skills as they:

- Distinguish relevant from irrelevant information;
- Detect bias in visual and/or print materials;
- Evaluate critically the validity of information and/or positions in oral, print, visual, and other resource materials;
- Analyze print materials for bias, point-of-view, and context
- Analyze primary sources to draw conclusions
- Read to recognize bias, point-of-view and context of historical events.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They come to understand other perspectives and cultures. [Show Details](#)

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. [Show Details](#)

- WHST.11-12.3. (See note; not applicable as a separate requirement)

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.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 2: History

Change, Continuity and Context

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.

Perspectives

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration, labor, the role of women).

Dimension 2: Civics

Civic and Political Institutions

- CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

Processes, Rules, and Laws

- CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Dimension 2: Geography

Human Population: Spatial Patterns and Movement

- GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Dimension 4: Communicating Conclusions & Taking Informed Action













United States History

- INQ 9-12.13 Critique the use of claims and evidence in arguments for credibility.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will take guided notes on immigration trends and characteristics.
2. Students will define Progressivism and examine its root causes.
3. Students will read and analyze excerpts written by muckrakers (*Jungle*, "Why Women Should Vote", *How the Other Half Lives*, etc).
4. Students will analyze political cartoons created by Progressives.
5. Students will read and analyze nativist reactions to immigration and assess their credibility.

- | | | |
|--|---|--|
|  1. Immigration PowerPoint |  1. Immigration PowerPoint Guide |  1. New Immigration Guided Discussion |
|  2. Progressive Era PowerPoint |  2. Progressive Era PowerPoint Guide |  2. and 3. Muckraking PPT Guided Discussion |
|  3. Jungle, Why Women Should Vote Sources |  3. Progressives DBQ |  4. Progressive Era Political Cartoons |
|  4. Progressive Era Political Cartoons PowerPoint |  5. Nativist DBQ |  5. Nativist DBQ Lesson Outline |

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Nativism, Progressivism, Muckraking, Populism

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional Activities:

1. U.S. Citizenship Test Simulation – Students will participate in an intentionally-biased administration of a U.S. citizenship test, in order to experience the culture shock of a new immigrant. At the conclusion of the test experience, students will determine whether immigration policies in place around the turn of the 20th century were “fair,” and how they may align with our present immigration policies.
2. Students will analyze various Progressive era documents, respond to prompts and create a collage that represents the overall themes of the documents.
3. Students will read and then re-write the Emma Lazarus poem, “New Colossus” considering the Nativist response to immigration.
4. Students will create and present a Snapshot of early 20th century America life, based on the Progressive Era. Students will pick a person or group that impacted the era and articulate a guiding question to prompt research. Students will demonstrate their learning in either a whole-class presentation or in a written assignment.
5. Students will read the PBS article, “General Article: The Progressive Movement” in order to understand basic elements of the Progressive Era.
6. Students will read and answer questions for the Upfront article, “1911- The Triangle Factory Fire”:
7. Students will read and analyze about the rise of organized labor.
8. Students will analyze “Looking Backward” political cartoon.

1. Citizenship Quiz  
2. Progressive Era Collage  
3. Poem - New Colossus Activity  
4. American Snapshots  
5. General Article Progressive Movement  

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Prosperity and Depression

Newtown High School / Grade 11 / Social Studies

Week 12 - Week 14 | 9 Curriculum Developers | Last Updated: Jun 28, 2023 by Foss, David

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this unit, students will experience the economic and cultural shifts of the 1920s and the economic catastrophe of the Depression. From a skills perspective, students will continue to develop research and presentation skills. They will also experience the first big presentation of the year.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Role of Government

Concepts: Growth, Depression, Change, Anxiety, Economic Cycles (Expansion and Contraction)

Generalizations

Critical conceptual relationships that students are expected to

UNDERSTAND *at the end of the unit.*

1. Economic growth prompts cultural and social change.
2. Government action or inaction advances or impedes the cycle of economic expansion and contraction.
3. Economic depression causes anxiety, loss, and helplessness.
4. Government response to extreme economic hardship sets precedents for future societal expectations of government intervention.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1.
 - a. How did consumer habits change after WWI? (F)
 - b. Why did consumer habits change after WWI? (C)
 - c. How did social norms change after WWI? (F)
 - d. Why did social norms change after WWI? (C)
 - e. What cultural and social changes for African Americans are represented by the Harlem Renaissance? (F)
 - f. What are the characteristics of a consumer-driven economy? (F)

2.
 - a. What factors lead to the rapid economic growth of the 1920's? (F)
 - b. What are the underlying flaws of the American economy that lead to the Depression? (F)
 - c. How does speculative investment lead to economic crashes? (C)

3.
 - a. How did the Depression impact peoples' lives (job loss, foreclosure, losing savings)? (F)
 - b. How did the downturn in the economy affect different social/economic classes? (C)
 - c. What demographic changes did the Depression cause? (F)
 - d. How do people respond to economic hardship? (C)

4.
 - a. What was Hoover's response to the depression? (F)
 - b. How was FDR's approach different from Hoover's? (F)
 - c. What programs did Roosevelt establish to deal with the Depression? (F)
 - d. How did peoples' view of government response change as a result of the Great Depression? (C)
 - e. How are peoples' expectations changed due to the economic crisis? (C)

Provocative Questions:

- a. How responsible is an individual for his/her own economic well-being?
- b. What is the appropriate role for a government that claims to be, "of the people, by the people, and for the people"?
- c. Can people be fulfilled by material gain?
- d. What role should the government have in managing the economy?
- e. How effective were FDR's programs?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Consumerism, Pop/Mass Culture, Advertising, Credit, Prohibition, Harlem Renaissance, Economic Prosperity, Stock Market Growth and Crash, Great Depression, Hoover, FDR, Laissez- Faire, New Deal, Dust Bowl

Skills:

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

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

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Reading: History/Social Studies

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

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

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

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

Writing

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

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

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

- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

- WHST.11-12.3. (See note; not applicable as a separate requirement)

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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 2: History

Change, Continuity and Context

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

Perspectives

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

Causation and Argumentation

- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

Dimension 2: Civics

Civic and Political Institutions

- CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

Processes, Rules, and Laws

- CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Dimension 2: Economics

Economic Decision-Making

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

Exchange and Markets

- ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Dimension 3: Evaluating Sources & Using Evidence

United States History

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Dimension 4: Communicating Conclusions & Taking Informed Action

United States History

















- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will watch *The Century* "Boom to Bust" and "Stormy Weather" to better understand economic and cultural aspects of the 20s and 30s. Additionally students will engage in a guided discussion of this time period.

2. Students will research and evaluate the most significant aspects of the New Deal experience and create an "A-B-C Wall" or an ABC Book to analyze New Deal programs, people, and events using information from their research.
3. Students will investigate the causes of the Great Depression including the Stock Market Crash.
4. Students will compare Hoover's administration to FDR's administration, in regards to responses to the Great Depression. Finally, students will compare the Depression Era to more recent economic crises, and assess efficacy in responses.

- 🔗 1. Roaring 20s Guided Discussion   🔗 1. Boom to Bust Video Questions   🔗 1. Stormy Weather Questions  
- 🔗 2. New Deal Story Book   🔗 3. and 4. Causes of the Great Depression Guided Discussion  
- 🔗 3. and 4. Finding Solutions to the Great Depression   🔗 4. Hoover Response to the Depression  
- 🔗 4. Hoover Response to the Depression Guided Discussion  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Consumerism, Credit, Prohibition, Laissez-Faire

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present, Lapsansky-Werner et al. - Pearson - 2016*

Optional Activities:

1. Students will analyze impacts of the Depression on the average citizen.
2. Students will read about and analyze the unintended consequences of Prohibition.
3. Students will evaluate the legacy of FDR and his New Deal.
4. Students will analyze the song "Brother Can You Spare a Dime?" to better understand the causes and impacts of the Great Depression.
5. Students will read numerous sources about the impacts of the New Deal and determine whether it was a success or failure.

6. Students will write a letter in character to President Hoover asking for help.
7. Students will read and analyze various poems from Langston Hughes.
8. Students will review the "Roaring '20s" and contemporary speech. Students will write and share a brief, appropriate story, using 1920s slang, to highlight pop culture trends, key political/historical events, and to connect with literature.
9. Students will prepare a brief oral presentation, complete with a related visual of their design, concerning one New Deal program. Students will then determine whether the programs are Relief, Reform, or Recovery and long term impacts.

- 🔗 1. Social and Cultural Effects of the Depression 📄 🗑️
- 🔗 2. Prohibition Reading 📄 🗑️ 🔗 3. New Deal Legacy Reading 📄 🗑️
- 🔗 4. Brother Can You Spare a Dime? 📄 🗑️
- 🔗 5. New Deal Success of Failure 📄 🗑️ 🔗 5. New Deal DBQ 📄 🗑️
- 🔗 6. Letter to Hoover 📄 🗑️
- 🔗 7. Langston Hughes - I too Sing America Poem 📄 🗑️
- 🔗 7. Langston Hughes - Let American Be American Again Poem 📄 🗑️
- 🔗 8. 20s Slang Skit 📄 🗑️
- 📁 Copy of Individual Part of New Deal Group Slideshow 📄 🗑️

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

1920s Collage | Summative | Other Visual Assessments

Students will make a collage that shows their understanding of the 1920s. The information is split into 4 categories of continuity or change, Cultural, Social, Economic, and Underlying Issues.

 Copy of 1920's Culture Collage- Better Version

5 Standards Assessed

Fireside Chat | Summative | Other written assessments

Other oral assessments

Students will work in small groups to write a persuasive fireside chat covering one of the assigned New Deal programs.




 Unit 5 FDR and New Deal Lecture.pptx  Unit 5 FDR Guided Notes and Fireside Chat Assessment.doc

6 Standards Assessed

Changing Role of Govt Essay Prep/ New Deal Debate | Formative | Other oral assessments

Other written assessments

Students will engage in activities that help lead them to a potential midterm essay involving the New and/or appropriate role of government. Options include a debate style in order to engage with some of the potential arguments or preparation that includes scaffolding and/or analyzing documents that will help with various arguments.

 New Deal Essay Prep.docx  Changing_Role_Govt.docx  DBQNewDeal-1.docx

13 Standards Assessed

Modern US Midterm | Summative | Written Test

Students will take a midterm that involves multiple choice, short answers and a large essay. Teachers have some freedom on what the questions in each part will be but have agreed to follow the basic structure of 20% Multiple Choice, 40% Short Answer, and 40% Comprehensive Essay.

 Copy of Modern American History Midterm Examination Prompt Sheet

2 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

World War II Era

Newtown High School / Grade 11 / Social Studies

Week 15 - Week 18 | 9 Curriculum Developers | Last Updated: Feb 12, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In the World War II unit, the students will be discovering all about the U.S. role in WWII and the impacts the war has on U.S. Society and culture and its increasing role in world affairs. Students will continue focusing on idea development and have a look into the tragedy of the Holocaust.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Conflict and Cooperation

Concepts: Uncertainty, Desperation, Acquiescence, Resistance, Authoritarianism, Aggression, Propaganda, Modern Warfare, Media, Morality, Total War, Peace

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. Uncertainty engenders desperation which allows an authoritarian leader and systems to emerge.
2. Imperialist aggressors force acquiescence or resistance.
3. Modern warfare necessitates the government use propaganda through the media.
4. Subjugation and persecution of minority groups flourish in a fear culture.
5. When waging total war military objectives supersede moral considerations.
6. In the wake of war nations strive for a just and lasting peace.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1.
 - a. What economic, social, and political conditions are necessary for a dictator to arise? (C)
 - b. Why did fascism and communism gain popularity in Europe? (C)
 - c. What methods did leaders like Hitler, Stalin, etc use to gain popularity during the WWII era? (F)
 - d. How do dictators systematically maintain their power and control? (C)

2.
 - a. What were the goals of the fascist/authoritarian leaders of the era? (F)
 - b. What were the responses of the various nations/leaders confronted by aggression? (F)
 - c. How and why did America choose to isolate itself from European affairs? (F)
 - d. What were the Japanese trying to accomplish at Pearl Harbor and what was America's response? (F)
 - e. Why do people gravitate toward radical ideas and regimes? (C)

3.
 - a. How did the US become the "arsenal of democracy"? (F)
 - b. How did individual Americans on the homefront contribute to the war effort? (F)
 - c. How did the US government use media to promote the war effort? (F)
 - d. How did the shift to war production affect minority groups? (C)
 - e. What characterizes a wartime economy? (C)

4.
 - a. How and why did the Nazis persecute Jews and other "undesirables" in Europe? (C)
 - b. What were the reasons for the US internment Japanese and

Japanese Americans during WW II? (F)

c. What was the short term and long term impact of internment on Japanese Americans? (F)

d. How were the treatment of Japanese in the US and the treatment of Jews in the German occupied territories alike and different? (C)

e. How and why did the US government limit the rights and freedoms of its citizens during the war? (F)

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

5. a. What territories did the Axis powers secure in WW II? (F)

b. How did the Allies secure victory in Europe? (F)

c. How did the US and her allies defeat Japan in the Pacific? (F)

d. How were civilians impacted by the prosecution of the war? (C)

e. How does a nation secure victory in war? (C)

6. a. On what grounds were the leaders of the Axis Regimes charged with "crimes against humanity" for their actions? (F)

b. What were the Nuremberg Trials and what did they accomplish? (F)

c. How and why were the other Axis leaders held accountable for their actions before and during the war? (C)

d. How and why were the basic tenets of international law revised after WW II? (C)

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

f. What is the purpose of the United Nations and how is it organized? (F)

Provocative Questions:

a. Should a war be fought against a government, its people, or both?

b. Is government propaganda a necessary tool in wartime?

c. Is dissent in wartime unpatriotic?

d. Under what conditions will citizens follow "morally problematic" leaders or decisions?

- e. Is it possible to fight a "humane war?"
- f. To what extent should civilians be targeted in war?
- g. When it's a matter of victory or defeat, should military objectives supersede moral considerations?
- h. To what degree should a nation limit rights and freedoms when national security is at risk?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

The rise of dictators, causes of WWII, the Holocaust, propaganda, homefront, women and minorities in wartime, Japanese Internment, atomic bomb, Nuremberg Trials, Geneva Convention Agreements, United Nations

Skills:

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

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

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They come to understand other perspectives and cultures. [Show Details](#)

Reading: History/Social Studies

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

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

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

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

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

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

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

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

Writing

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

- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 1: Developing Questions and Planning Inquiry

United States History

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Dimension 2: History

Change, Continuity and Context

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

Causation and Argumentation

- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 2: Civics

Participation and Deliberation

- CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

Processes, Rules, and Laws

- CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.

Dimension 3: Evaluating Sources & Using Evidence

United States History

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

Dimension 4: Communicating Conclusions & Taking Informed Action













United States History

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

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will create Dictator "Wanted" posters for the infamous dictators of WWII (Hitler, Mussolini, Japanese High Command, Stalin, etc) and/or modern day dictators and distinguish characteristics past and present.
2. Students will engage with the causes of WWII, reasons for US entry, and US role in the war.
3. Students will watch and take notes/answer questions from one or more of the WWII Century series (Over the Edge, Homefront, Civilians at War).
4. Students will determine how united the US homefront was during WWII and compare to the role of the average citizen in current-day crisis (War in Iraq, Afghanistan, COVID).
5. Students will learn about Japanese-American internment through primary source accounts.
6. Students will watch and react to the *WWII From Space* video with the goal of better understanding the technology and strategies of WWII.
7. Students will determine the impacts of WWII on both the US and the world.

- [1. Wanted Poster Activity](#)  
[1. Name the Dictators Quick Review](#)  
[2. WWII PowerPoint](#)  
- [2. Pearl Harbor Web Quest](#)  
[3. Over the Edge Video Questions](#)  
[3. Homefront Video Questions](#)  

- 4. WWII Homefront PowerPoint
- 5. Japanese-American Internment PowerPoint
- 5. Internment of Japanese American People Posters
- 5. Internment of Japanese American People Educator Guide
- 6. WWII From Space
- Copy of WWII Impacts

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Isolationism, Interventionism, Internment, Holocaust, Genocide

Resources

Teacher and student resources used to support the learning.

Professional Resources:





















1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional Activities:

1. Students will read sources advocating for and against US neutrality at the beginning of WWII and participate in a class debate about the merits of neutrality versus intervention.
2. Students will read and answer questions on Upfront, "Hitler's Rise to Power."
3. Students will read and discuss an article called, "Propaganda to Mobilize Women" and/or "Women in WWII."
4. Students will view and answer questions on the interactive map of the Atlantic Theatre of Operations and a short video with the Pacific Theatre.
5. Students will analyze and discuss WWII political cartoons from Dr. Seuss.
6. Students will compare and contrast the experience of minority groups during WW2 (African Americans, Japanese-Americans, Native Americans)
7. Students will select significant quotes from sources about the use of atomic bombs, and display quotes about the classroom on easel paper. Then, students will be given time to read other quotes selected, and respond in writing on the easel paper. Finally, students will have a second opportunity to

reflect and respond on yet another easel paper quote, and a class discussion of the most significant quotes and concepts will result.

8. Students will compare the technology of WWI and WWII and determine the impact of technological advancements within weaponry.

- 1. Isolation to Intervention Reading  
- 2. Hitler's Rise to Power Reading  
- 3. Propaganda to Mobilize Women in WW2 Reading  
- 3. Women in WW2 Reading  
- 4. Atlantic and European Theatre   4. Pacific Theatre  
- 5. Dr. Seuss Political Cartoons  
- 6. Tuskegee Airmen, Native American Code Talkers, and the 442nd Regiment  
- 7. Atomic Bomb Source Material  
- 8. WWI and WW2 Weapons PowerPoint  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

WWII Issues Debate/Discussion/Journals | Summative | Other oral assessments

Students will participate in a debate/discussion/journal prompt response about whether or not the U.S. was justified in using the atomic bombs against Japan AND/OR whether it is appropriate to target civilians as part of a war strategy AND/OR other appropriate WWII topics.

OR Students will manage their own socratic seminar on the use of the atomic bomb by the US at the end of WWII and how civilians became targets during the war.

[WW2 Journals](#) [Guidelines_for_Participating_Socratic_Seminar_Atomic_Bomb_Honors.doc](#) [Atomic Bomb Sources.pdf](#)

14 Standards Assessed

The Holocaust and America | Summative | Other Visual Assessments

Lecture/seminar

Teachers will engage students in the Holocaust using a series of lessons including a virtual tour of the Holocaust Museum, watching a 60 minutes episode, and interacting with various primary sources. The students will reflect in a variety of ways.

[America and the Holocaust.docx](#) [US Holocaust Museum Exhibition Video](#) [The Holocaust America's response.pdf](#)

[60 Minutes - Holocaust Interview](#) [Holocaust Interview Digital](#) [PPT+Holocaust+History.ppt](#) [The+Holocaust.pptx](#)

8 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

The Cold War

Newtown High School / Grade 11 / Social Studies

Week 20 - Week 23 | 9 Curriculum Developers | Last Updated: Feb 12, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this next unit, the students will examine the dramatic change in philosophy of U.S. foreign policy, the Cold War. As the U.S. emerged in its role as a super power and/or global police force, students will further their research and presentation skills.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Competition

Concepts: Power, Superiority, Dominance, Tension, Idealism vs. Reality, Nations, Conflict, Fundamental Differences, Wartime Allies, Common Enemy, Impediments to Peace

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Fundamental differences divide wartime allies and become impediments to peace.
2. Nations compete to achieve and maintain superiority and dominance.
3. Nations sacrifice principles and ideals to prioritize conflicting interests.
4. Ideological conflict between superpowers manifests tension in ways other than military.

1. a. What is a wartime ally? (F)
- b. What is a fundamental difference between countries? (F)
- c. Why do wartime allies often differ on the terms of peace? (C)
- d. How did the US and Soviet Union philosophically differ on how to establish and maintain world peace in the aftermath of WWII? (C)
- e. How did the ideological differences between communism and capitalism become an impediment to peace? (C)
- f. How did US and Soviet actions in Europe in the aftermath of WWII lead to conflict? (C)
- g. How did the Marshall Plan fit into the overall US strategy of maintaining peace through democracy? (F)

2. a. How did the Cold War create competition between the U.S. and the USSR? (F)
- b. What Cold War alliances did the United States and Soviets each make and why? (F)
- c. What are the causes of the Korean War? (F)
- d. How and why did the US and Soviet Cold War struggle lead the US to armed conflict in Korea? (C)
- e. When did the US and Soviets come close to direct war during the Cold War? (F)
- f. What were some of the successes and failures for the US in its Cold War struggle? (F)

3. a. How does the Truman Doctrine and containment represent a shift in national policy toward interventionism? (C)
- b. Why did the US tacitly support dictators during the Cold War? (C)
- c. What questionable actions did Americans take domestically to combat communist infiltration of US society? (F)
- d. Why does fear cause people to abandon their principles? (C)
- f. Why is there a tradeoff between national security and civil rights? (C)

4. a. How did the US and the USSR portray each other during the Cold War? (F)

- b. How did the Cold War (spies, nuclear weapons, etc) become ingrained in American popular culture (movies, TV advertising, etc)? (F)
- c. What actions did Americans take because of their Cold War fears? (F)
- d. How and why was conforming to the American ideal of the patriotic, religiously devout, materialistic, hard working nuclear family part of the Cold War mentality? (C)
- e. How does the conflict between US and Soviets expose some of the social and economic imperfections of American society? (F)

Provocative Questions:

- a. Did the benefits of the Cold War outweigh the losses?"
- b. Is it ever appropriate for a government to lie or hide information from its people?
- c. In a free society, will groups naturally push against the currents of conformity?
- d. To what lengths should a nation go in seeking superiority and dominance?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

WWII Post War goals, United Nations, Berlin airlift, Truman Doctrine, Marshall Plan, Red China, Arms race, Space Race, NATO, Warsaw Pact, Korean Conflict, Bay of Pigs, Cuban Missile Crisis, containment, Nuclear Proliferation, Red Scare, Propaganda, Nuclear family, suburbanization, Consumerism, American Dream, Conformity

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Skills:

Students will be able to:

- work collaboratively with peers;
- think critically about the impact of historical events;
- communicate their findings in a logical cohesive manner;
- research and evaluate information, and
- analyze primary and secondary sources.

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

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Reading: History/Social Studies

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

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

Writing

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

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

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

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

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

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

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

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 1: Developing Questions and Planning Inquiry

United States History

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

Dimension 2: History

Change, Continuity and Context

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

Perspectives

- HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Dimension 2: Civics

Processes, Rules, and Laws

- CIV 9-12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Dimension 2: Economics

National Economy

- ECO 9–12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Dimension 2: Geography

Human Population: Spatial Patterns and Movement

- GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Dimension 4: Communicating Conclusions & Taking Informed Action

United States History

- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will define various words that deal with the Cold War as a baseline for previous understanding.
2. Students will research the "real story of the cold war," by finding information about the key events. Then determine why they raised tension, including ranking the level of tension on a rating scale.
3. Students will view and create compelling questions about the "Dots" nuclear proliferation handout.
4. Students will analyze various Pop Culture trends and events that tie into the Cold War events and themes.
5. Students will watch and take notes/answer questions on one or more of the Century series episodes dealing with the Cold War (Best Years, Happy Daze) looking for information about various Cold War and 1950s themes.
6. Students will determine if the mythology of 1950s gender roles aligns with reality.
7. Students will simulate the different phases of the Korean War.

- 2. READING Cold War Writing Essay
- 2. READING How the Russian Revolution Changed the World
- 2. READING Reasons For The Cold War
- 3. Nuclear Proliferation Handout
- [Template] Cold War Pop Culture Propaganda
- 5. Happy Daze Video Guide
- 5. The Best Years Video Guide
- [Template] 1950's Gender Roles
- 7. Korean War Simulation

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Cold War, Red Scare, Containment, Suburbanization, Conformity

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional Activities:

1. Students will interact with Hyperdocs of various Cold War/1950s themes including gender, hysteria, conformity, rebellion, etc.
2. Using a post WWII outline map of Europe students will label the "new" Europe, color code the map distinguishing communist from non-communist countries, and then drawing in the Iron Curtain. They can use the completed Iron Curtain map as a guide.
3. Suburbanization and the American Dream play into the identity of many Americans during the post WWII era. While watching the film *Pleasantville*, students will respond to the guided questions to prepare them for full class discussions about the movies various themes.
4. Students will read and analyze various primary source speeches from the Cold War.
5. Students will read "Time Off" and discuss what American's did for leisure time in the 1950s.
6. Students will evaluate what caused the end of the Cold War.
7. Students will identify and defend choices for allies for the United States following World War II, and toward the end of the Cold War. For each "draft," students will prioritize national security needs, as

well as economic and political goals.

8. Students will use the Slideshow template to demonstrate they understand the key concepts of the unit by using key words and corresponding visuals.

9. Was the American Dream achievable by everyone? Students will watch this short clip titled Crisis in Levittown to better understand the role of racism in the housing market.

[Template] Hysteria Hyperdoc  

[Template] 1950s Rebellion Hyperdoc  

[Template] 1950s Conformity Hyperdoc  

McCarthyism_Lesson.docx  

2. Map Europe After WWII   2. Map Iron Curtain  

3. Pleasantville Discussion Questions  

4. Cold War Primary Source Speeches  

5. Time Off Reading   6. Cold War Ends  

7. Cold War Fantasy Draft  

[Template] 1950s Slide Quiz  

9. Crisis in Levittown Video  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Cold War Fair | Summative | Personal Project

Students will choose from a menu of options to demonstrate their learning of the Cold War Era and present during a Cold War Fair. Note to teachers- feel free to make a copy of the document and include or take out (or add) any of the options that you like. The idea is for the students to have options.

 Copy of Cold War Fair  Cold_War_Fair.docx  Unit_7_Perform_Assess_Dinner_Party_H.doc  50's+Revised+Culture+Project.docx

10 Standards Assessed

Cold War Events Presentation | Summative | Other oral assessments

Students will choose a topic from the Cold War and create a 2-3 slide presentation on that topic. Slides will address the facts, and cause and effect of the event.

 Copy of Individual Part of Cold War Group Slideshow

6 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

The Civil Rights Movement

Newtown High School / Grade 11 / Social Studies

⤴ Week 24 - Week 27 | 9 Curriculum Developers | Last Updated: Feb 12, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will next discover the amazing courage and perseverance of key Civil Rights movement protests and the horrid conditions that African Americans endured previously to it. Writing skills will be the key skill focus of the unit.

In this unit, students will discover the power of protest as they take an in depth look at the courage and perseverance of the Civil Rights movement and its quest to end centuries of mistreatment in America. Key elements of the unit will be perspective and continued work on writing.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Continuity and Change

Concepts: Freedom, Reform, Resistance, Liberalism, Conservatism, Injustice, Success, Backlash, Oppression, Tactics, Uprisings

Generalizations

Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.

1. Reforms spark backlash.
2. People fight oppression using different tactics with varying degrees of success.
3. Social reform and cultural change incites resistance/fear/resentment.
4. Mass popular uprisings pressure government to reconcile minority injustices.
5. Individual groups measure success based on their values when working towards a societal goal.

Guiding Questions

A combination of *Factual (F)*, *Conceptual (C)* and *Provocative/Debatable (P)* questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1 a. What advances in Civil Rights occurred in the wake of the Civil War? (F)
- b. What reactionary strictures were put in place post-Reconstruction to keep African Americans from accessing their newfound civil rights? (F)
- c. Between Reconstruction and WWII, who fought against the disadvantaged status of African Americans and how did they go about it? (F)
- d. By the 1940's, what was the status of African Americans politically, socially, and economically in both the North and South? (F)

- 2 a. How did WWII help spark the Civil Rights Movement? (F)
- b. During the 1940's and 1950's who advocated for a change in the status of African Americans in the US and how? (F)
- c. How and why did proponents of the Civil Rights Movement embrace the tactics of MLK's non-violent resistance movement? (F)
- d. How did the national media help bring support for the movement from the mainstream American public? (F)
- e. How did more militant movements like Black Nationalism differ from the non-violent protest movement in terms of goals, methods, and gains? (F)

- 3 a. How and why did Southern society respond to the Civil Rights movement? (F)
- b. How did state and local government resist civil rights protests? (F)
- c. Why do people cling to the status quo? (C)

d. How is the civil rights struggle representative of the power struggle between state and national government? (F)

4 a. How did the federal government react to Civil Rights protests? (F)

b. What legislation was enacted to address the inequalities? (F)

c. How did state and local government reform in response to popular pressure? (F)

d. To what extent can legislation truly resolve inequality? (C)

5 a. How do various groups of African-Americans differ in their interpretation of success in the Civil Rights struggle? (F)

b. What gains for African Americans are attributable to the Civil Rights Act of 1964 and the Voting Rights Act of 1965? (F)

c. What civil rights inequalities continue to exist? (C)

d. To what extent does de facto segregation persist? (C)

Provocative Questions:

a. To what extent is there work to be done with Civil Rights in the US?

b. Is the goal of full integration achievable?

c. How can race, geography, and socioeconomic class impact one's opportunity?

d. Is there an inevitable ebb and flow for civil rights movements?

e. Are nonviolent means more effective than violent in bringing about lasting change?

f. Will lingering racism and socio-economic inequality prevent total equality?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Civil War Amendments, Reconstruction, Jim Crow Era, Double V Campaign, MLK, Ghandi, Non-violence, Brown v. Board of Ed, Emmitt Till, Montgomery Bus Boycott, Little Rock 9, Sit-ins, Freedom Summer, Selma, Civil Rights Act/Voting Rights Act, Southern White Response to Civil Rights, Federal Government Intervention with Civil Rights, Black Power, Black Panthers, Nation of Islam, Redlining, Affirmative Action, Racial Profiling, Police Brutality, Lingering Racism

Skills:

Students will be able to:

- work collaboratively with peers;
- think critically about the impact of historical events;
- communicate their findings in a logical cohesive manner;
- research and evaluate information, and
- analyze primary and secondary sources.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They come to understand other perspectives and cultures. [Show Details](#)

Reading: History/Social Studies

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Writing

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

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

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 1: Developing Questions and Planning Inquiry

United States History

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

Dimension 2: History

Change, Continuity and Context

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

Perspectives

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

Historical Sources and Evidence

- HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

Dimension 2: Civics

Civic and Political Institutions

- CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.
- CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

Processes, Rules, and Laws

- CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human Population: Spatial Patterns and Movement

- GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Dimension 3: Evaluating Sources & Using Evidence

United States History

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

Dimension 4: Communicating Conclusions & Taking Informed Action



















United States History

- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will experience the type of voter competency test taken given to potential voters.
2. Students will read, analyze, and discuss various examples of Jim Crow laws from different states.
3. Students will read a selection from a digital version of Free at Last called "Part 5: Days of Rage". Students will answer questions about how the Civil Rights Movement changed after the Voting Rights Act of 1965.
4. Students will watch portions of *Eyes on the Prize*, most notably the classroom edition, the award winning documentary on the Civil Rights Movement, looking for valuable first hand accounts of the events, and determining how effective the tactics of the movement were in accomplishing goals.
5. Students will analyze famous oratory of the era including King's "I Have a Dream" speech and other selected speeches and writings.

-  1. Georgia Civic Competency Test   1. Voting Test Louisiana   2. Jim Crow Laws   2. Jim Crow Laws Web Quest 
-  3. Days of Rage Reading and Questions   4. Eyes on the Prize- School Edition- private   4. Eyes on the Prize Question Option 
-  5. MLK Malcolm X Quotes Compare and Contrast Activity   Copy of Civil Rights Movement Intro Hyperdoc 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills:

Segregation, Racism, Prejudice, Discrimination, Jim Crow Laws, Lynching, Redlining, Profiling, Affirmative Action, Civil Disobedience,

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional Activities:

1. Students will read, discuss, and answer questions on various topics including Brown v. Board of Ed, Sit-Ins, and Freedom

Rides.

2. Students will read various perspectives on Affirmative Action from Upfront Magazine.
3. Students will watch excerpts of Malcolm X interviews (City Desk with X) and analyze using analysis questions.
4. Students will act as members of an assigned Civil Rights Movement Group from the past or the modern day, and try to persuade audience members to "join" said group. Students will create various types of propaganda to inform and persuade the class audience. Information about groups must include group origins, leaders, philosophy, goals and strategies, both contemporary and current. The portfolio will be shared within an extensive oral presentation, which must be persuasive in nature.
5. Students will complete Civil Rights Aftermath Hyperdoc.

- 🔗 1. Sit Ins Reading   🔗 1. Freedom Riders Reading  
- 🔗 1. Separate is Not Equal (Brown v Board) Reading  
- 🔗 2. Affirmative Action Reading   📄 City Desk with X  
- 🔗 4. Civil Rights Recruitment Fair  
- 📄 [Template] [Template] Civil Rights Aftermath Hyperdocs  






Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Civil Rights Timeline 1954-1978 | Summative | Other Visual Assessments

Other written assessments | Group Project

Students will investigate the events of the Civil Rights Movement Era. There are a couple of options here. The first is for students to work in small groups to research key events, people and places of the Civil Rights Movement and create an annotated time line demonstrating change over time. In the second option, students will look at events over the span of American History including the Civil Rights Era as a way to determine how far America has come in different aspects of life.

-  Civil Rights Movement Significant Events Time Line.pdf
-  Civil Rights Movement Time Line Assignment Sheet.docx
-  Copy of Timeline Snapshot Template
-  African+American+Annotated+Thematic+Timeline+Reflection+Pages.docx
-  African+American+thematic+timeline+revised+2018.doc

14 Standards Assessed

Summative | Other written assessments

Students will write a DBEQ about changes in the goals, strategies and support of the movement for African-American Civil Rights, keeping the unit provocative questions in mind as well.

-  Civil Rights Documents A to E.pdf
-  Civil Rights Writing Assignment

5 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Here is an alternate Civil Rights Movement Timeline Assignment from Assessments.

-  Copy of Civil Rights Movement Events- modified  

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Vietnam

Newtown High School / Grade 11 / Social Studies

⤴ Week 28 - Week 32 | 9 Curriculum Developers | Last Updated: Feb 12, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

In this unit, students will investigate the decisions made that initiated the conflict in Vietnam, and on the impacts that those choices had on dividing the American home front and altering foreign policy moving forward. The students creativity will be tested as they engineer a protest and their analysis skills will be at play as well.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Conflict

Concepts: Protest, Culture, Change, Division, Adaptation/Innovation, Homefront Support, Alliances, Strategy, End Goals, Campaign, Geopolitical Powers, Perceived Benefits, Values, Needs, Country, Success

Generalizations

Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.

1. A country contemplates getting into a war based on needs and values.
2. Pragmatic adaptation forces countries to adjust military strategy.
3. Military and civilian leadership dispute end goals.
4. Waging a protracted military campaign necessitates homefront support.
5. Success of one group in achieving change inspires others to fight for change.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1.
 - a. What were the root causes of the conflict in Vietnam? (F)
 - b. How did the US involvement in Vietnam fit into its larger Cold War struggle? (F)
 - c. What are the fundamental reasons for the rise of al-Qaeda? (F)
 - d. Why did the US lead the war against Iraq in the 1st Gulf War? (F)
 - e. Why did Al-Qaeda attack the US on 9/11? (F)
 - f. Following 9/11 what steps did the US take in its "War on Terror"? (F)
 - g. Why does 9/11 cause the US to change its Iraq policy from one of containing Saddam Hussein to removing him by attacking Iraq in 2003? (C)
2.
 - a. How did military strategy and objectives change or evolve for both the US and its adversaries in Vietnam? (F)
 - b. How does the US military respond to the guerilla warfare tactics of the enemy? (C)
 - c. Why do less advanced militaries usually revert to guerilla warfare? (C)
 - d. Why do groups or individuals resort to terrorism? (C)
 - e. How has the US employed morally questionable means of adapting to the war on terror? (C)
 - f. How does a country win the hearts and minds of people when fighting an insurgency-like conflict? (C)
3.
 - a. How did political considerations like the Geneva Convention influence military strategies in Vietnam? (F)
 - b. How did the public views of the war impact the military's ability to win the war in Vietnam? (F)
 - c. How do political opinions on the homefront impact the decisions that leaders make about war strategy? (C)

- d. What problems does calling it a "War on Terror" create? (F)
- e. What are sanctioned strategies for combating modern military threats? (F)
- f. How has the US honed its weapons technology to reduce civilian casualties in war? (F)

4. a. How was the media coverage of Vietnam different from other wars? (F)

b. How and why did the antiwar movement grow during the Vietnam era? (F)

c. How was opposition to the draft symbolic of the antiwar movement? (F)

d. How can war polarize a population? (C)

5. a. What are the parallels between the fight for civil rights and other minority groups (Native Americans, Latino Americans, Women, LGBTQIA+) in America. (F)

b. How do minority groups' experiences compare with that of African Americans? (F)

c. How were minority groups' strategies similar to those in the African American struggle? (F)

d. Does every popular movement have a radical fringe? (C)

Provocative Questions:

a. Are modern wars winnable?

b. Is it possible to fight a humane war?

c. To what extent are wars in Vietnam and Afghanistan/Iraq similar?

d. What should the US role be in a post Cold War world?

e. Should spreading Western ideals still be an American foreign policy goal in a post Cold War world?

f. What role should the UN have in the world?

g. Should the US have gone to war in Vietnam?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Causes of the Vietnam Conflict, Reasons for US entry into Vietnam, Gulf of Tonkin, LBJ and Vietnam, Ho Chi Minh, National Liberation Front, Guerilla Warfare, US tactics, Tet Offensive, My Lai, Nixon Presidency and Vietnam, Vietnamization, The Draft, Vietnam/ Anti-war Protests, End of Vietnam War and consequences, Discrimination against Native Americans, AIM, Discrimination against Latino-Americans, Cesar Chavez, Discrimination against LGBTQ+ Americans, Stonewall Riots, Discrimination against women, Feminism, NOW

Skills:

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

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

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Reading: History/Social Studies

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.

- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 1: Developing Questions and Planning Inquiry

United States History

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

Dimension 2: History

Change, Continuity and Context

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

Perspectives

- HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).
- HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

- GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human Population: Spatial Patterns and Movement

- GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Dimension 4: Communicating Conclusions & Taking Informed Action

United States History























































- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will create a timeline detailing US diplomatic and military involvement in Vietnam.

2. Students will understand the events of the Vietnam War including causes, US involvement, strategies, events of the US homefront, events, and impacts.
3. Students will read and answer questions about a reading called "Far Away But Not Forgotten."
4. Students will split into two groups and each will engage in one of two debates. The first is about whether or not the US should have gotten involved in Vietnam and the other involves whether or not protestors were justified in breaking the law to oppose US policy.
5. Students will view, create questions about, and analyze controversial visuals of the Vietnam era. These questions will be answered during the unit.
6. Students will analyze tactics and events of the anti-war movement including the impact of the draft.

-  1. Human Timeline Lesson    1. Human Timeline Events Sheet    1. GULF OF TONKIN document analysis  
-  1. GULF OF TONKIN Documents    2. Vietnam War PowerPoint    2. Vietnam PowerPoint Guide  
-  2. SE Asia Outline Map    2. The Vietnam War- Preview Sheet    2. Vietnam War Crossword  
-  2. Vietnam War- Reduced Presentation    2. Vietnam War- Worksheets    Far Away But Not Forgot  
-  Far Away But Not Forgot - Questions    Vietnam Debate.pdf    Copy of Vietnam War Visuals  
-  6. Woodstock Era of Protests_ The CRM and the Counter Culture    6. Woodstock Presentation Rubric  
-  6. Woodstock Protest Groups Directions  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Guerilla Warfare, Vietnamization, Domino Theory, Counterculture

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional Activities:

1. Students will interview those who experienced the Vietnam War and/or the 1960s/1970s and compare their experiences to coverage in the text and other sources.

2. Students will read Upfront's "Fall of Saigon," discuss, and answer questions.
3. Students will read Upfront's "Tragedy at Kent State," discuss, and answer questions.
4. Students will analyze various political cartoons from the Vietnam War era.

-  1. Vietnam Era Interview  
-  2. 1975 Fall of Saigon Reading  
-  2. Fall of Saigon Reading Questions  
-  3. Kent State Reading  
-  3. Kent State Reading Questions  
-  4. Vietnam in Political Cartoons  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Vietnam Era Song Analysis/Playlist | Summative | Other written assessments

Students will as a group (with teacher guidance) analyze some Vietnam era songs, and then help create a class playlist in which they analyze a song individually.

 Copy of Vietnam and Hippie Class Playlist Template

5 Standards Assessed

Build-a-Protest | Summative | Exhibition

In groups, students will develop an interactive protest from one of the major protest/ counterculture groups of the Vietnam era. Protests should include fiery speeches, signs, chants, music, and demonstrations that would appeal to a protest. Teachers may also choose the Poster Contest

option with this where students design the poster only.

 Copy of Build a Protest

8 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

The Political Divide

Newtown High School / Grade 11 / Social Studies

Week 33 - Week 36 | 9 Curriculum Developers | Last Updated: Jun 29, 2023 by Kiely, Randi

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Modern America will be the key topic in this unit as students will investigate the causes and effects of America's political divide. This unit will include the students final thoughts in their final exam and will include final conclusions using the key historical thinking skill of continuity and change over time. Has America changed or stayed the same since the course began?

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Beliefs/Values

Concepts: Trust, Migration, Culture, Conflict, Globalization, Government, Capitalism, Gender Equality, Corruption, Assimilation, Technology, Social Strife, Societal Change, Political Parties, Ideologies, Trade-offs, Interconnection, Reverberations, International Interventions, Alliances, Benefit

Generalizations

Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.

1. Government takes a role in alleviating poverty in order to soothe social strife.
2. Unfettered free market capitalism requires choices that lead to trade-offs.
3. Different cultures and varying degrees of trust create disagreement regarding the the extend to which people want the government involved in their lives
4. Political corruption undermines trust in government.
5. A nation absorbs immigrants with varying degrees of assimilation.
6. The fight for gender equality uproots entrenched socio-cultural practices, norms, and mores.
7. Changing technologies spark fundamental societal change.
8. In a global economy the actions and policies of one nation reverberate to other nations because they share interconnection.
9. Alliances form with geopolitical powers to secure the greatest perceived benefits.
10. International interventions lead to long and short term reverberations.
11. In a two party system, political parties represent opposing ideologies.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. a. How were the key components of LBJ's Great Society initiative designed to solve the various socio-economic problems of the time? (F)
- b. What aspects of LBJ's Great Society have been deemed successful and endured? (C)
- c. How and why did Reagan's philosophy on how to alleviate poverty differ from his predecessors? (C)
2. a. How and why did the Federal Government's economic regulations expand in the 1960s and 70s (HUD, EPA, OSHA, etc)? (F)
- b. To what extent is the government responsible for the safety of workers, consumers, and the environment? (C)
- c. What arguments do Reagan Republicans use to oppose increased regulation? (F)
- d. What are the fundamental principles of Reaganomics? (F)
- e. How does the debate over government involvement in the economy continue beyond Reagan? (C)
- f. How can a lack of government oversight be seen as contributing to the economic collapse leading to the Great Recession? (F)
- g. How did the federal government respond to the Great Recession? (F)
3. a. What aspects of American culture (Abortion, LGBTQ rights, violence and sex in media, etc) gave rise to a reactionary religious movement in the 1970s and 1980s? (F)
- b. What have been the legislative and judicial gains of the "Moral Majority?" (F)
- c. How and why do "culture wars" begin? (C)
- d. How have cultural issues continued to divide Americans? (C)

e. What other limits on individual freedoms has the government installed (distracted driving, gun control, plastic bag ban, etc.) in order to better society? (F)

4. a. Why did the House consider articles of impeachment against Nixon? (F)

b. How have corporations and lobbyists influenced the political process? (F)

c. How are the people harmed by corruption within the government? (C)

5. a. How were immigration rules reformed in the 1960s? (F)

b. How have immigration patterns changed since the 1960s? (C)

c. Why is there conflict around illegal immigration in the US? (C)

d. What is the process of assimilation by immigrants into the new society? (C)

e. Why do some people and groups oppose immigration? (C)

6. a. What socio-economic disadvantages led women to demand greater equality in the 1960s and 1970s? (F)

b. How did activists try to bring about greater gender equality? (F)

c. What roadblocks do women face in bringing about change? (C)

d. What specific gains did the Women's movement bring? (F)

e. What challenges still remain in the fight for greater equality? (F)

7. a. How has automation and global trade contributed to the decline of manufacturing regions in the US? (F)

b. How has the advent of the computer changed people's lives? (C)

c. How has the advent of social media contributed to the cultural and political divide? (C)

d. In what other ways have technological advances changed the way people live (medicine, transportation, occupation, etc)? (C)

e. What negatives result from rapid advances in technology (Environmental degradation, Fear, Alienation, Isolation, etc)? (C)

8. a. What global trade agreements and groups (WTO, NAFTA, etc) has the US participated in to foster its economic success? (F)
b. How and why did Nixon open US trade relations with China? (C)
c. How did restrictions in the flow of foreign oil impact the economy of the 1970s? (F)
d. What problems has the growing influence of multinational corporations generated? (C)
e. How have American trade relationships impacted its citizens? (C)

9. a. How has the US quest for resources and markets molded its foreign relations post WWII? (C)
b. How does the decline of a major power shift geopolitical alliances? (C)
c. How has NATO's membership and activity changed since the end of the Cold War? (F)

10. a. What questionable actions of dictators has the US tacitly supported in the name of promoting our interests? (F)
b. How has US involvement in the affairs of other nations contributed to an anti-American backlash? (C)
c. How can potential threats to peace be mitigated without the use of force? (C)
d. How have UN activities to improve the lives of world citizens and promote peace evolved since its founding? (C)
e. Why do actions taken with the best of intentions sometimes result in negative impacts? (C)

11. a. What have been the ideological differences between the two major American political parties? (F)
b. What are the two visions for America that Republicans and Democrats have in the 2020s? (F)
c. How does extreme partisanship and an unwillingness to compromise interfere with the legislative process? (C)

Provocative Questions:

- a. To what extent should the government interfere in the economy?
- b. Is America still a melting pot? Was it ever?
- c. Is government fundamentally corrupt?
- d. Has America abandoned its ideals in search of economic success/convenience?
- e. Was George Washington's views on political parties in his "Farewell Address" prophetic?
- f. Does a government have a responsibility does a government have to alleviate poverty?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

LBJ, War on Poverty, Great Society, Nixon, Watergate, EPA, OSHA, Trade with China, Ford, Carter, Energy Crisis, Stagflation, Women's Rights, Feminism, Reagan, Reaganomics, Religious Right, Moral Majority, George Herbert Walker Bush, Clinton, George W. Bush, Obama, Trump, Democrats, Republicans, Oil Embargo, Cold War strategy in the 3rd world, Iran Hostage Crisis, End of Cold War and impact on US foreign policy, 1st Gulf War, Rise of al-qaeda and terror, 9/11, US reaction to 9/11, War on Terror, 2nd Gulf War, US role and relationship with the UN, North Korea, Russia and the US, Iran

Skills:

Students will be able to:

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

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

- View visual presentations critically by raising questions, summarizing, or evaluating presented material
- Distinguish relevant from irrelevant information;
- Detect bias in visual and/or print materials;
- Evaluate the validity of information and/or positions in oral, print, visual, and other resource materials;
- Analyze print materials for bias, point-of-view, and context.
- Use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Reading: Science & Technical Subjects

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

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing

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

- WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.1. Write arguments focused on discipline-specific content.

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.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CT: Social Studies (2015)

CT: HS: United States History

Dimension 1: Developing Questions and Planning Inquiry

United States History

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

Dimension 2: History

Change, Continuity and Context

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

Perspectives

- HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Causation and Argumentation

- HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 2: Civics

Civic and Political Institutions

- CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

Participation and Deliberation

- CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

Dimension 2: Economics

Global Economy

- ECO 9–12.6 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.

Dimension 2: Geography

Geographic Representations: Spatial Views of the World

- GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Global Interconnections

- GEO 9–12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

Dimension 3: Evaluating Sources & Using Evidence

United States History

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

Dimension 4: Communicating Conclusions & Taking Informed Action

United States History

- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. In groups, students will present the opposing viewpoints on "hot-button issues" of the United States political system and create a "personal philosophy" based on contemporary issues of our time.
2. Students will compare various Presidential campaign ads and determine which would be the most effective in winning votes.
3. Students will look at various conspiracy theories/controversies from the JFK assassination to the present (Watergate, Iran-Contra, etc).
4. Students will debate various actions taken by the United States in the War on Terror (Guantanamo, torture, Patriot Act, drones, etc) and determine what they think would have been the best course of action.
5. Students will research and evaluate any or all of the different presidencies from JFK to the present either in report card format or small presentation format. One option is the highs and lows of the presidencies from Clinton to the present.
6. Students will present a single intervention enacted by the government within the realms of anti-poverty, environmental, worker right, educational, or other areas and grade the intervention.

-  1. Hot Button Issues   2. Presidential Campaign Commercials   3. Conspiracy in Our Time PowerPoint 
-  4. War on Terror Debate   5. Highs and Lows from Clinton to Obama   5. LBJ vs. JFK PPT 
-  5. LBJ and the Great Society   5. Nixon PPT   5. Watergate   5. LBJ PPT 
-  6. Presidential Intervention Report Cards 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Trickle-down Economics, Globalization, Automation, Blue collar vs. White Collar, Liberal, Conservative

Resources

Teacher and student resources used to support the learning.

Professional Resources:

1. Textbook: *United States History Reconstruction to the Present*, Lapsansky-Werner et al. - Pearson - 2016

Optional Activities:

1. Students will read an article on the 1st Gulf War and discuss reasons for United States involvement.
2. Students will evaluate and debate the increase in Anti-Americanism around the world post Cold War and/or the increase in "blow back" (the unintended consequences of US actions)
3. Students will debate whether or not torture is justified after reading an article from Upfront.
4. Students will review our course of study by creating a March Madness style bracket. Students will work in small groups to rank the major events and people of the 20th century. They are ranked by lasting legacy.
5. Snapshots 2.0 - Students will select a person or event from 1970 to present day to research. Students will create a research question on their topic. Students must write a paper, create a visual, and present the answer to their question to the class.
6. Students will investigate the foreign policy measures of the Clinton Bush eras by participating in a document pass activity.
7. Students will watch the movie "All the President's Men" while completing the movie guide.
8. Students will explore the Presidency of Ronald Reagan by completing a document pass activity.

 1. 1991 First Gulf War Reading  

 2. Anti-Americanism Reading  

- 2. Blow Back- Anti-Americanism and Terrorism
- 2. Blowback Questions
- 3. Torture Reading
- 4. June Madness US HISTORY VERSION
- 5. Present Day Snapshots
- 6. Clinton Bush Document Pass Activity
- 7. All the Presidents Men Guide
- 8. Reagan PPT
- 8. Reagan Document Pass Activity
- 8. Reagan Reading
- 8. Reagan Speech
- 8. Reagan and Aircraft Controllers Article

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

UN Simulation Post 9/11 | Summative | Dramatization

Students representing various nations will conduct a mock multinational conference dealing with a real or hypothetical international crisis. Students will assume a role as a representative of various nations, with a post-9/11 perspective. Students must accurately represent the chosen nation's interests and desires in debates (concerning trade agreements, sanctions, military action, etc.).

UN+Simulation+Post+9_11 (1).docx

13 Standards Assessed

Reagan vs. Clinton Campaign Debate | Summative | Other oral assessments

Students will debate the merits and problems of Reagan's administration or conduct a mock political debate as if Reagan and Clinton were running against one another.

DebateGuidelines_Reagan.doc Reagan Doctrine- Was the Reagan Doctrine Prudent .pdf Debate Rubric

14 Standards Assessed

Traditional Final Exam (CP) | Summative | Written Test

Students will take a midterm that involves multiple choice, short answers and a large essay. Teachers have some freedom on what the questions in each part will be but have agreed to follow the basic structure of 20% Multiple Choice, 40% Short Answer, and 40% Comprehensive Essay. Teachers can also choose the Historical theme Park Option.

 Copy of Modern American History Final Examination

5 Standards Assessed

Final Exam Historical Theme Park 1954-1978 | Summative | Other Visual Assessments

Other oral assessments | Other written assessments

Students will work collaboratively to design and draw an historical theme park that encompasses themes, historical event and turning points, people and places that were studied during the second semester. Extensive writing will clarify details about the park and the historical connections. Oral presentations will be given to the class.

 Final Project - Historical Theme Park.docx

2 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Unit 1: Founders Intent

Newtown High School / Grade 12 / Social Studies

Week 1 - Week 4 | 9 Curriculum Developers | Last Updated: Jan 31, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

To explore the intentions of the Founding Fathers in creating the new government.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Conceptual Lens: Intentions

Concepts: Power, Legitimacy, Conflict, Cooperation, Compromise, Democracy, Intentions

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. New governments distribute power based on the intentions of the leaders of the time.
2. Democracies are designed to empower the people.
3. Separation of Powers relies on conflict, cooperation, and compromise within the government.
4. Free elections increase the legitimacy of a democracy.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. New governments distribute power based on the intentions of the leaders of the time.
 1. Why did the Founding Fathers no longer want to live under British Rule? (F)
 2. How did the Founding Fathers remove the King's authority to rule them? (F)
 3. What were the Founding Fathers intentions for the new government? (C)
Topics: *Founding Fathers, Limited Government*
2. Democracies are designed to empower the people.
 1. What is democracy? (F)
 2. How do people show their power within the government? (F)
 3. How much power should the people have in a democratic government? (C)
 4. How is conflict and compromise necessary in the establishment of a government for the people? (C)
Topics: *Declaration of Independence, Articles of Confederation, Constitution, Federalists/Anti-Federalists, Republic, Democracy,*
3. Separation of Powers creates conflict, cooperation, and compromise within the government.
 1. What are the 3 branches of government? (F)
 2. What is federalism? (F)
 3. How did the Founders distribute the power to the three branches of government? (F)
 4. In what ways do the Federal and State governments share power within the constitutional structure? (C)

5. In what ways does the checks and balances system, designed to control the power of the branches, create conflict, cooperation, and compromise between them? (C)

Topics: *Articles 1,2,3, Legislative, Executive, Judicial Branches, Checks and Balances, Separation of Powers, Compromise, Federalism, Amendment 10*

4. Free elections increase the legitimacy of a democracy.
1. What makes an election free? (F)
 2. What makes a democracy legitimate? (C)
 3. In what ways do free elections allow people to have the power in a democracy? (C)
 4. Does the election process continue to work as the Founding Fathers intended? (F)

Topics: *Electoral college, legitimacy*

Provocative Question:

- **Gen2:** Do the people hold the power in the American democratic government?
- **Gen3:** Is compromise or conflict more important to maintaining checks and balances between the branches?
- **Gen4:** Should the *Constitution* be amended to change the design and workings of the Electoral College?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Content Knowledge

Students will know:

- the intentions of the Founding Fathers in creating the government of the United States;
- the strength of the *Declaration of Independence*;
- the weaknesses of the *Articles of Confederation*;
- the compromises made to establish the *Constitution*;
- the structure of the *Constitution*, and
- the process of electing a president through the Electoral College.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Notes

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

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

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Through the use of the Google slide presentation [Founders' Intent Slides*](#), students will discuss, listen, watch, and analyze the founding of the nation while completing a(an):

- Reading of the *Declaration of Independence*
 - [Reading of Declaration of Independence](#)
- Analysis of the weaknesses of the *Articles of Confederation*
 - [Chart for Weaknesses AofC](#)
- Examination of the 3 branches of government and overall structure of the *Constitution*
 - Using the pocket *Constitution* and student notes from the textbook, as well as the slides, and
- Discussion of Federalism
 - Based on the textbook reading and slides.
- **Optional:** Making Thinking Visible activity on the Compromises of the *Constitution*, available within the Google slides

*Throughout the slides we have included notes referencing how we go about the discussions and other options someone may choose. The notes are a guide.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Declaration of Independence, Articles of Confederation, Constitution, Founding Fathers, Limited Government, Federalists/Anti-Federalists, Federalism, Amendment 10, Compromise, Republic, Democracy, Articles 1,2,3, Legislative, Executive, Judicial Branches, Checks and Balances, Electoral College, Legitimacy

Resources

Teacher and student resources used to support the learning.

Textbooks:
Civics Today & Civics in America
Making Thinking Visible

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Optional: Electoral College Debate | Summative | Other oral assessments

Students will use their learning from the class and additional research to construct arguments to present their claims about the Electoral College process and refute their opponents claims. This can be done as a mini-debate, whole class debate, or in some other form that works for the teacher.

 Mini-debateProcedures.doc  CPDebate Rubric.docx

2 Standards Assessed

Current News | Other written assessments

To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

 CurrentNewsAssignment  ModNewsOrganizer  MLA handout

1 Performance Standard Assessed

Influences on the Founding Fathers | Other written assessments

Students will read from the textbook and listen to Q & A "lecture" using the slides and then analyze and evaluate the documents and philosophers who influenced the Founding Fathers as they broke free from England.

 1A InfluencesFF

1 Performance Standard Assessed

Political Shield | Formative | Visual Arts Project

Here are two academic levels of the political shield. This is a formative assessment. It will help to get to know the people in class and get students to start thinking about government and politics.

 3 Entry Event_Political Shield  2A CT CPPolitical Shield

1 Performance Standard Assessed

Founders Intent Essay | Summative | Other written assessments

Students will respond to the following question in an essay:

Based on the work of the Founding Fathers, your research and in class discussions, In what ways does our government work as the Founders intended?

This will be research based and will include proper MLA in-text citation and Works Cited page.

3 Standards Assessed

 Written Rubric  

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Modified News Assignment
- Slides available in paper and electronic copies
- Graphic Organizer for essay
 - [Graphic Organizer](#)

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Unit 2: People and Elections

Newtown High School / Grade 12 / Social Studies

Week 5 - Week 10 | 9 Curriculum Developers | Last Updated: Jan 31, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

To understand how the election process works and what influences the Presidential Election.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Interactions

Concepts: Systems, Beliefs, Perspectives, Interactions, Elections, Political Socialization, Political Campaigns

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Political socialization influences people's beliefs, perspectives, and participation in the election process.
2. Outside forces shape campaigns, candidates, and elections
3. Political campaigns initiate the people's interaction with the government.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Political socialization influences people's beliefs, perspectives, and participation in the election process.
 1. What is political socialization? (F)
 2. What type of political participation do people perform? (F)
 3. Why is political participation important? (C)
 4. What is political ideology? (F)
 5. How does political ideology influence people's political participation? (C)
 6. From where does political ideology come? (C)

Topics: Ideology, Conservative, Liberal, Socialization
2. Outside forces shape campaigns, candidates, and elections.
 1. What is the two party system? (F)
 2. **Honors:** How do interest groups influence elections? (F)
 3. **Honors:** What role does the media play in an election? (C)
 4. What qualifies a candidate to run for federal elections? (F)
 5. In what ways do political parties influence candidate stances on issues and therefore elections? (C)
 6. What are primaries and caucuses? (F)
 7. How do primaries and caucuses influence elections? (C)
 8. What is gerrymandering? (F)
 9. How does gerrymandering affect election outcomes? (F)

Topics: Democratic Party, Republican Party, Third Party, Gerrymandering, Caucus, Primary (Open and Closed), Party Platforms, Two Party System, Watchdog

3. Political campaigns initiate the people's interaction with the government.
1. What is a party agenda? (F)
 2. How does a party agenda influence people to vote in a particular way? (C)
 3. How do you run a political campaign ? (C)
 4. How does the campaign influence voting outcomes? (C)
 5. In what other ways can people interact with the government and the elections? (C)
- Topics:** National Convention, Campaigning, Party Agenda, General Election

Provocative Question:

Gen2: Does a two party system hinder elections?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will know:

- how people are socialized toward particular political parties.
- how the election process works.
- how views of political parties are formed and shared.
- the qualifications of candidates for different offices
- the interactions of all stakeholders in the election process.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 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.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- INQ 9-12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9-12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Students will complete:

- the political ideological quiz at [isidewith.com](https://www.isidewith.com) and investigate their results to better understand with whom they matched and why. This will better help them understand the links between ideology and party and how issues influence party affiliation;
- an Examination of the effects of Gerrymandering through the use of [the unit slides](#) and the gerrymandering [videos](#) and "games" to better understand the use of gerrymandering and its influence on elections, and
- through the Tasks listed in the assessments students will participate in a Primary and General Election of the President of the United States. These tasks take them through the process of influences and interactions between the people and the government and how elections are conducted.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Ideology, Conservative, Liberal, Political Parties, Democratic Party, Republican Party, Gerrymandering, Watchdog, Caucus, Primary (Open and Closed), General Election, National Convention, Campaigning, Party Platforms/Agenda, Two Party System, Article II, Socialization, Third Party

Resources

Teacher and student resources used to support the learning.

<https://www.isidewith.com/>

Republican National Committee: <https://www.gop.com/>

Democratic National Committee: <https://democrats.org/>

Civics Today and Civics in America

Blank/Create Your Own Electoral Map

<https://electoralvotemap.com/>

<https://www.270towin.com/>

Making Thinking Visible



Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Elections | Summative | Dramatization

Students will participate in a Primary and General Election to elect a President. They will go through the campaign process from the perspective of their chosen team (party, campaign, media, interest groups). Teachers can determine how to break up classes into parties and how to present the debates. The handouts listed below (4, 4a, 5, & 6) are used with lower level classes; the folder has all of the information for the higher level classes, to be modified as needed.

 4. 2023CT CPCampaign TeamsOverviewPacket  4a. CT CPCampaign TeamsOverviewPacket  5. 2023CT CPTask_1_Campaign_Teams_Race_Analysis

 6. Task2 CPCampaignPlan&Ad  Unit 2: People and Elections

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Breakdown of role and assessment with specific due dates;
- Match students to the appropriate roles, and
- Use [graphic organizers](#) and models for speeches.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Unit 3: Government and the People

Newtown High School / Grade 12 / Social Studies

Week 11 - Week 16 | 9 Curriculum Developers | Last Updated: Jan 31, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

To understand how legislation gets passed through Congress.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Conflict, Cooperation, and Compromise

Concepts: Cooperation, Conflict, Perspectives, Beliefs, Compromise, Party Alignment, Ideologies, Democratic Government

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Party Alignment and the many differing ideologies produce conflict in the legislative process.
2. Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.
3. Conflict and compromise produce a more democratic legislature.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Party Alignment the and many differing ideologies produce conflict in the legislative process.
 1. How are the parties aligned? (F)
 2. How does ideology produce conflict? (C)
 3. What is divided government? (F)
 4. What is unified government? (F)
 5. How is conflict different in divided government and unified government? (C)

Topics: *Divided Government, Unified Government, Party Alignment, Article I, House of Representatives, Senate, Expressed Powers, Implied Powers*
2. Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.
 1. How do people inform the government of their beliefs and perspectives? (F)
 2. What makes a democratic government successful? (F, C)
 3. In what ways do committees and hearings contribute to successful governments? (C)
 4. How do successful democratic governments respond to the beliefs and perspectives of the people? (C)

Topics: *Standing Committee, Joint Committee, Congressional hearing, Constituents, Conference Committee*
3. Conflict and compromise produce a more democratic legislature.

1. What is the process of passing a bill through Congress? (F)
2. In what ways do the parties cooperate and compromise to pass laws? (F)
3. In what ways do the House and Senate cooperate and compromise to pass laws? (F)
4. In what ways do legislators cast their vote to represent the people in passing laws? (F)
5. Is cooperation always necessary? (C)

Topics: *Gridlock, Veto, Partisan, Trustee, Delegate, Politico, Bill, Law, Elastic Clause, Robert's Rules of Order*

Provocative Questions:

- **Gen2:** How much of the law making process is really about the people?
- **Gen2:** Do the people run the government?
- **Gen3:** Does government listen to the people?
- **Gen3:** What if compromise isn't achieved?

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- how legislation gets passed through Congress;
- how different congressional committees contribute to the law making process, and
- the voting options Congress and the President have in passing/not passing Bills.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

Processes, Rules, and Laws

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Students will complete:

- a Pretest on Congress to assess their knowledge before we begin;
- a viewing of *School House Rock* "How a Bill Becomes a Law" to give them a simple version of the process from which we will expand their knowledge;
- a variety of formative and summative Tasks that will guide them through the process of understanding their constituents and creating appropriate legislation to satisfy those same constituents.

In addition students will review, with teacher guidance the slides for [Unit 3](#) that take them through content information that will aid them as they work with their party, their committee, and their home demographics.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Divided Government, Unified Government, Bill, Law, *Standing Committee*, *Joint Committee*, *Congressional Hearing*, *Gridlock*, *Veto*, *Partisan*, *Trustee*, *Delegate*, *Constituents*, *Politico*, *Elastic Clause*, *Robert's Rules of Order*, *Party Alignment*, *Conference Committee*, *Expressed Powers*, *Implied Powers*

Resources

Teacher and student resources used to support the learning.

congress.gov
house.gov
loc.gov
School House Rock's I'm Just a Bill
Civics Today and *Civics in America*
Making Thinking Visible

 CP Leg Branch23-24  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Task 3 Committee Work | Formative | Other oral assessments

Students will work within their committees to discuss and debate proposed legislation looking at the language and purpose of the legislation while assessing the intended and unintended consequences. When they finish they will make a recommendation to the full House.

3 Standards Assessed

Task 1 Constituent Research | Summative | Other Visual Assessments

Students will complete Task 1 as they identify the district or state they are representing and investigate the issues of concern for that area. They will produce a slideshow to introduce themselves and their constituents to the class.

2 Standards Assessed

Task 0 Business Card | Formative | Visual Arts Project

Students will select their congressperson and conduct research so they can "act" as this person would. They will create a business card to post to the map to show who they are representing.

No Standards Assessed

Task 2: Bill Writing | Summative | Other written assessments

Students will use their Constituent Research to write a Bill to present to Congress.

3 Standards Assessed

Task 4: Speech To Congress | Summative | Other oral assessments

Students will present a Speech to Congress explain the purpose and outcomes of their bill. They will work to persuade their fellow legislators to make the decision to pass their Bill for the good of the American people.

3 Standards Assessed

Optional- Task 5 Letter to Constituents | Summative | Other written assessments

Students will write a letter to their constituents explaining how they represented them in the congressional session. They will explain the strategies and procedure they used to maximize the intended consequences and minimize the unintended consequences.

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Models for Task 1 Constituent Research and Task 2 Bill Writing..
- Graphic Organizer for Task 2 Bill Writing.
- Graphic Organizer for Task 4 Speech to Congress.
- Project broken down into pieces with specific due dates.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Unit 4: The People and the Courts

Newtown High School / Grade 12 / Social Studies

Week 17 - Week 20 | 9 Curriculum Developers | Last Updated: Feb 7, 2024 by Uberti, Anne

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

To examine the court system and evaluate the impact of court decisions on the freedoms and liberties of the people.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Justice

Concepts: Justice, Freedom, Rights, Responsibilities, Checks and Balances, Individual Liberties, Dual Court System, Independent Judiciary, Jurisdiction

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. The Constitution provides guidelines for the establishment of people's rights and freedoms protected by a dual court system.
2. The Constitution establishes the responsibilities and jurisdiction of the federal court system.
3. The independence of the Court allows them to provide justice to the people.
4. Through their decisions the courts define the rights and liberties of the people in an attempt to advance justice for all.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. The Constitution provides guidelines for the establishment of people's rights and freedoms protected by a dual court system.
 1. What is the Dual Court system?
 2. What is the structure and function of the lower courts? (F)
 3. What are the similarities and differences in the functioning of the state and federal court system? (F)
 4. How does the court system establish people's rights and freedoms? (C)

Topics: Dual Court system, State Courts, Federal Courts, Article III
2. The Constitution establishes the responsibilities and jurisdiction of the federal court system.
 1. What is jurisdiction? (F)
 2. What determines the type of jurisdiction a court has? (F)
 3. What responsibilities fall to the different courts? (F)
 4. In what ways does the Supreme Court exercise both original and appellate jurisdiction? (C)
 5. In what ways does a court's jurisdiction affect its power within the court system?

Topics: Supreme Court, Justices, Rule of 4, Writ of Certiorari, Jurisdiction (original, appellate, concurrent),
3. The independence of the Supreme Court allows them to provide justice to the people.

Unit Plan

1. How do the legislative and executive branches check on the judicial branch? (F)
2. How does the judicial branch check on the legislative and executive branches? (F)
3. How does life tenure provide for checks and balances and promote the independence of the Supreme Court? (C)
4. What is judicial review? (F)
5. In what ways does the Supreme Court use its power and independence to provide justice to the people? (C)

Topics: Judicial Review, Marbury V Madison, Impeachment independent judiciary,

4. Through their decisions, the courts define the rights and liberties of the people in an attempt to advance justice for all.

1. What are the liberties of the people? (F)
2. What is justice? (C)
3. How is justice established by the courts? (C)
4. In what ways does the court interpret the liberties of the people? (C)

Topics: Bill of Rights, Liberties, Holding, *Tinker V De Moines*, *New Jersey V TLO*, *Morse V Frederick*, *Hazelwood V Kuhlmeier*, *Obergefell V Hodges*, *Dobbs V Jackson Women's Health Organization*

Provocative Question:

Gen4: Do the courts advance justice for all?

Gen4: Is there justice in the United States?

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- the differences between State and Federal Courts;
- the jurisdiction of the different courts;
- liberties of the people as they are listed in the Bill of Rights, and
- facts, holding, and rationale of Court Cases.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.

Notes

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Students will complete:

- A research assignment of an historic/modern/important court case and exhibit their understanding of said case through the writing of a [court case analysis](#), and
- A discussion of the courts through a [slideshow](#), with videos included, to gain a better understanding of how the courts operate.

In addition, when available and time allows, teachers will invite the SRO into class to discuss how police officers handle individual liberties on the job.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

State Courts, Federal Courts, Jurisdiction (original, appellate, concurrent), judges, Article III, Judicial Review, Justices, Rule of 4, Supreme Court, Writ of Certiorari, Independent Judiciary, Marbury v Madison, Impeachment, Bill of Rights, Liberties, Holding, Tinker v De Moines, New Jersey v TLO, Morse v Frederick, Hazelwood V Kuhlmeier, Obergefell V Hodges, Dobbs V Jackson Women's Health Organization

Resources

Teacher and student resources used to support the learning.

Court Cases: <https://www.oyez.org/>
 Supreme Court: <https://www.supremecourt.gov/>
 Civics Today and Civics in America
 Making Thinking Visible

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Court Case Mini Debate | Summative | Other oral assessments

In groups of 3 or 5 students will conduct research on a court case that they will then prepare to present to their small group. This can be done as discussion or full debate with a moderator in the group.

Students can either turn in their research, write a court Brief, or have the moderator score the debate. Teachers have many options with this.

3 Standards Assessed

and/or Supreme Court Simulation | Summative | Dramatization

Working in 3 separate groups students will argue a case before either the District, Appellate, or Supreme Court. They will prepare case briefs and present to the assigned court. Students will also have the opportunity to sit as the jury for district courts or as the judges or Justices for the higher courts.

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Guided selection of cases
- Breakdown of the court analysis
- Structured guided debate

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Duties and Responsibilities of Citizenship

Newtown High School / Grade 12 / Social Studies

Week 1 | 9 Curriculum Developers | Last Updated: Jan 5, 2024 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Rights and Responsibilities

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Many people throughout the world want to participate in and gain citizenship to the United States.
 - a. (C) What does it mean to be a citizen of the United States?
 - b. (F) What are the requirements/process for gaining citizenship?
 - c. (F) What are the benefits to gaining citizenship?
 - d. (F) What are the duties/responsibilities of citizenship?
 - e. (C) Why do some people work so hard to get to the United States? and earn citizenship?

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalization Questions:

1.
 - a. (C) What does it mean to be a citizen of the United States?
 - b. (F) What are the requirements/process for gaining citizenship?
 - c. (F) What are the benefits to gaining citizenship?
 - d. (F) What are the duties/responsibilities of citizenship?
 - e. (C) Why do some people work so hard to get to the United States? and earn citizenship?

Provocative Questions:

Why do we study American government?
 Should we open our doors to anyone who is willing to fulfill the duties and responsibilities of citizenship?
 Should we consider differences between natural born citizens and naturalized citizens?

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

21st Century Learning Expectations:

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

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

purposes.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They build strong content knowledge. [Show Details](#)

Reading: History/Social Studies

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

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

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 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.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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

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CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Civic and Political Institutions

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

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9-12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9-12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- 1. Students will listen to and analyze the "Pledge of Allegiance" and the "Star Spangled Banner."

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Resources

Teacher and student resources used to support the learning.

Pocket Constitution with supporting documents
Online political resources as appropriate

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Citizenship Interview | Summative | Narrative Writing Assignment

DOK Level 4 Create

Students will conduct an interview with someone who has immigrated to the United States. In the interview they will ask about the person's reasons for coming to this country and their ideas about the duties and responsibilities that come along with making the choice to come to America. This will be graded using the school-wide writing rubric.

8 Standards Assessed

Civic Education Campaign | Summative | Personal Project

As a College Prep (CP) Option

DOK Level 4 Create

Students will participate in a "promoting civic education" campaign. They will design a program to increase knowledge of and participation in civic responsibilities. The program will be laid out in an informative brochure with supplemental publicity materials and will be graded according to the CEC Rubric.

8 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Foundations of American Government

Newtown High School / Grade 12 / Social Studies

⤴ Week 2 - Week 5 | 9 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Origins

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Political, social, economic, and cultural differences determine the amount of freedom found in a society.
 - a. (F) What forms of government exist?
 - b. (C) What political, social, economic, and cultural factors affect freedom in a society?
 - c. (C) How do these factors affect the freedom people in the society have?
 - d. (C) Does the word *democracy* equate freedom and equality?
 - e. (C) Does the concept of democracy embrace individualism?
 - f. (C) If so, are all individuals equal and free in a democracy?

Topics: democracy, freedom, government forms

2. Government systems reflect the purposes and ideals, laid down by the leaders, in constitutions and other political documents.
 - a. (F) What did the Founding Fathers believe governments should do?
 - b. (F) Which ideals did the Founding Fathers include in the *Constitution*? From where did those ideals come?
 - c. (C) How does the language of the Preamble reflect the idea of the social contract?
 - d. (C) How does democracy demand a social contract?

Topics: social contract, political philosophers, historical political documents

3. A society's beliefs and principles guide developing governments.
 - a. (F) Why did America decide to break free from England?
 - b. (F) How did they go about deciding upon a new form of government?
 - c. (F) What are the five basic principles upon which the *United States' Constitution* is based?
 - d. (C) How does the *Constitution* provide for limits on government?
 - e. (C) How do principles guide the creation of constitutions?

Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).***Generalization Questions:**

1.
 - a. (F) What forms of government exist?
 - b. (C) What political, social, economic, and cultural factors affect freedom in a society?
 - c. (C) How do these factors affect the freedom people in the society have?
 - d. (C) Does the word *democracy* equate freedom and equality?
 - e. (C) Does the concept of democracy embrace individualism?
 - f. (C) If so, are all individuals equal and free in a democracy?
2.
 - a. (F) What did the Founding Fathers believe governments should do?
 - b. (F) Which ideals did the Founding Fathers include in the *Constitution*? From where did those ideals come?
 - c. (C) How does the language of the Preamble reflect the idea of the social contract?
 - d. (C) How does democracy demand a social contract?
3.
 - a. (F) Why did America decide to break free from England?
 - b. (F) How did they go about deciding upon a new form of government?
 - c. (F) What are the five basic principles upon which the *United States' Constitution* is based?
 - d. (C) How does the *Constitution* provide for limits on government?
 - e. (C) How do principles guide the creation of constitutions?
 - f. (C) In a democratic society should it be the expectation that governments are responsive to the people?
4.
 - a. (F) What freedoms are given to Americans?

f. (C) In a democratic society should it be the expectation that governments are responsive to the people?

Topics: popular sovereignty, limited government, separation of powers, checks and balances, federalism, and constitutions

4. Many people throughout the world want to participate in and gain citizenship to the United States.

a. (F) What freedoms are given to Americans?

b. (F) What are the requirements/process for gaining citizenship?

c. (F) What are the benefits to citizenship?

d. (F) How many people per year attempt to gain citizenship?

e. (C) Why do some people work so hard to get to the United States? and gain citizenship?

f. (C) How have governments aided and/or hindered people's movements between nations?

Topics: freedom, citizenship, and rights—civil, human, and political

Note: The following Generalization, questions and topics may be appropriate for Honors or Advanced-Level students.

5. Cooperation, compromise, and solid relations strengthen government in a federalist system.

a. (F) What responsibilities belong to the state government? The federal government?

b. (C) How does each promote cooperation among the states?

c. (F?C) How does the *Constitution* ensure the people's authority over government?

d. (C) How does federalism allow for political and economic diversity among states?

Topics: extradition, full faith and credit clause, and privileges and immunities clause

b. (F) What are the requirements/process for gaining citizenship?

c. (F) What are the benefits to citizenship?

d. (F) How many people per year attempt to gain citizenship?

e. (C) Why do some people work so hard to get to the United States? and gain citizenship?

f. (C) How have governments aided and/or hindered people's movements between nations?

5.

a. (F) What responsibilities belong to the state government? The federal government?

b. (C) How does each promote cooperation among the states?

c. (F?C) How does the *Constitution* ensure the people's authority over government?

d. (C) How does federalism allow for political and economic diversity among states?

Provocative Questions:

Does the US Government live up to the ideals laid down by the Founding Fathers?

What if any revolutionary changes are necessary in our political system?

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

21st Century Learning Expectations:

- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They build strong content knowledge. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)

Reading: History/Social Studies

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

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

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.

- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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

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

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

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

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

- INQ 9-12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: History

Perspectives

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

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will analyze primary and secondary sources to understand the philosophical influences on the Founding Fathers, and assess the importance of those influences as they are reflected in the *Constitution*.
2. **Honors and AP Level:** Students will read critically a variety of readings, including *The American Political Tradition* by Richard Hofstadter, and discuss this question: If the Founding Fathers were alive today, what advice might they have for our government?

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Resources

Teacher and student resources used to support the learning.

Student textbook with Online textbook *Civics Today 2010* @ www.glencoe.com ISBN#: 9780078803093
Lanahan Readings in the American Polity, various editions.
Pocket Constitution, with supporting documents
 Online political resources as appropriate

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Country Freedom Project | Summative | Oral Report

Level DOK Evaluate

Each student will be assigned a nation to investigate. They will research the political, social, economic and cultural make up of the nation and decide to what extent the nation's people are truly free. This will be graded based on their research through the Information Literacy Graduation Standard Rubric and it will be presented to class and graded through the Spoken Communication Graduation Standard Rubric.

15 Standards Assessed

Founding Fathers Debate | Summative | Other oral assessments

DOK Level 4 Analyze

Students will participate in a "Founding Fathers Debate," in which they evaluate to what extent the principles and ideals of the Founding Fathers are still evident in contemporary political culture. This will be assessed using the Founding Fathers Debate rubric

15 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Political Beliefs and Behaviors

Newtown High School / Grade 12 / Social Studies

⤴ Week 6 - Week 9 | 9 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Beliefs/Values, interactions

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. The design of the American political system is geared toward a 2-party dynamic.

a. (F) What is the 2-party system? What are the other systems that exist and work?

b. (F) How are political parties involved in electoral politics?

c. (C) What positive and/or negative changes would we see with multiple prominent political parties?

Topics: Party systems, Republicans, Democrats, minor parties, electoral politics/system

2. Minor or third parties, within the federal election process, can change elections dramatically.

a. (F) What roles do minor parties play in electoral politics?

b. (F) What are some active minor parties? What are their key issues?

c. (C) To what extent do minor parties and their issues impact elections?

Topics: different current minor parties

3. The American electorate struggles to establish and maintain a political identity.

a. (F) What is ideological consensus?

b. (F) What are the ideologies behind the Democratic Party? The Republican Party?

c. (F) How does the electorate develop its political identity?

d. (C) To what extent do political parties represent members' ideologies?

Topics: ideology, psychological factors, sociological factors, and the electorate

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalization Questions:

1.

a. (F) What is the 2-party system? What are the other systems that exist and work?

b. (F) How are political parties involved in electoral politics?

c. (C) What positive and/or negative changes would we see with multiple prominent political parties?

2.

a. (F) What roles do minor parties play in electoral politics?

b. (F) What are some active minor parties? What are their key issues?

c. (C) To what extent do minor parties and their issues impact elections?

3.

a. (F) What is ideological consensus?

b. (F) What are the ideologies behind the Democratic Party? The Republican Party?

c. (F) How does the electorate develop its political identity?

d. (C) To what extent do political parties represent members' ideologies?

Provocative Questions:

Is the electorate qualified to make political choices about the leaders of the nation?

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

21st Century Learning Expectations:

- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 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.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They build strong content knowledge. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)

Reading: History/Social Studies

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

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

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

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CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

- INQ 9-12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Civics**Civic and Political Institutions**

- CIV 9-12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- CIV 9-12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

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

Dimension 4: Communicating Conclusions & Taking Informed Action**Civics and Government**

- INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9-12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Students will analyze *Readings from the American Polity*.
2. Students will research and compare roles of major and minor political parties.
3. Students will complete political ideological surveys to identify their preliminary political identification.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Resources

Teacher and student resources used to support the learning.

Student textbook with Online textbook *Civics Today 2010* @ www.glencoe.com ISBN#: 9780078803093
Lanahan Readings in the American Polity, various editions.
Pocket Constitution, with supporting documents
 Online political resources as appropriate

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Political Letter | Summative | Expository Essay

DOK Level 4 Understand

Based upon research and class discussion students will write a letter discussing the political process. They can either write why they believe the electorate is or is not qualified to make political choices about the leaders of the United States, or whether or not they believe the government is responsive to the people and what changes they believe need to be made. Students may select an appropriate audience for their letter. This will be assessed with the school-wide writing rubric.

15 Standards Assessed

Political Party Assessment | Summative | Visual Arts Project

DOK Level 4 Create

The purpose of this assessment is to educate and inform the school community about the many political parties in our system of government and what they each represent. . Students will write a two-page paper analyzing that platform and create an aesthetically pleasing poster highlighting the key points of the political platform of the party. This will be assessed with the Political Party Poster Rubric.

14 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Presidential Power and the Bureaucracy

Newtown High School / Grade 12 / Social Studies

⤴ Week 10 - Week 12 | 9 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Power, Perspectives

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

Generalizations:

- Power ebbs and flows depending on who holds it and the public perception of it.
 - (F) In what ways has power formally increased and/or changed since the *Constitution* was written?
 - (C) Why are changes in government necessary over time?
 - (C) How do people's perceptions of presidents change based on history?
 - Leadership and the use of one's power impacts political culture.
 - (F) What powers does the President have?
 - (F) Who checks Presidential power?
 - (C) How does the President struggle for power with Congress?
 - (C) In what ways do political parties, the Executive Office of the President, and the Cabinet influence the President and impact democracy?
- Topics:** Powers of the President, checks and balances, power struggle
- Perceptions of the roles, responsibilities and powers of a chief executive evolve over time.
 - (F) Who is the chief executive of the state? The United States?
 - (F) What qualifications are listed in the constitutions as necessary to become Chief Executive?
 - (F) How do the constitutions set up the roles and responsibilities of a Chief Executive?
 - (F) What are the roles (constitutional and assumed) that the president plays?
 - (C) How does the *Constitution* impact the roles, responsibilities and powers of the President?
 - (C) How is the President's power perceived by the people and the world nations?

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalization Questions:

- (F) In what ways has power formally increased and/or changed since the *Constitution* was written?
 - (C) Why are changes in government necessary over time?
 - (C) How do people's perceptions of presidents change based on history?
- (F) What powers does the President have?
 - (F) Who checks Presidential power?
 - (C) How does the President struggle for power with Congress?
 - (C) In what ways do political parties, the Executive Office of the President, and the Cabinet influence the President and impact democracy?
- (F) Who is the chief executive of the state? The United States?
 - (F) What qualifications are listed in the constitutions as necessary to become Chief Executive?
 - (F) How do the constitutions set up the roles and responsibilities of a Chief Executive?
 - (F) What are the roles (constitutional and assumed) that the president plays?
 - (C) How does the *Constitution* impact the roles, responsibilities and powers of the President?
 - (C) How is the President's power perceived by the people and the world nations?
- (F) How do people become candidates for executive office?
 - (C) How does the electoral process impact the quality of candidates?

Topics: Connecticut State Constitution, *The Constitution of the United States of America*, qualifications, roles, responsibilities

4. Running for President is different than being President.

- a. (F) How do people become candidates for executive office?
- b. (C) How does the electoral process impact the quality of candidates?

Topics: Electoral College, nomination, primaries, conventions, caucus, political parties

Note: The following Generalization, questions and topics may be appropriate for Honors or Advanced-Level students.

5. The bureaucracy, iron triangles, civil service, independent agencies and commissions all influence the government and how it runs.

- a. (F) What are Iron Triangles?
- b. (F) What is the Civil Service?
- c. (F) What is the bureaucracy?
- d. (F) What are independent agencies and commissions?
- e. (C) In what ways to these groups affect the running of the government?
- f. (C) To what degree does the President have control over these groups?

Topics: Outside influences on the Powers of the President

5.

- a. (F) What are Iron Triangles?
- b. (F) What is the Civil Service?
- c. (F) What is the bureaucracy?
- d. (F) What are independent agencies and commissions?
- e. (C) In what ways to these groups affect the running of the government?
- f. (C) To what degree does the President have control over these groups?

Provocative Questions:

1. Should the major political parties make a special effort to recruit and nominate a woman or minority candidate for executive office?
2. Can a woman run the United States of America?
3. Who controls the power of the Executive Office?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

21st Century Learning Expectations:

- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They build strong content knowledge. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)

Reading: History/Social Studies

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

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

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 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.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

- INQ 9-12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: History

Perspectives

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

Dimension 2: Civics

Civic and Political Institutions

- CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- CIV 9-12.6 Critique relationships among governments, civil societies, and economic markets.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- INQ 9-12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Suggested Learning Experiences:

1. Students will analyze primary and secondary sources to understand the roles, responsibilities and powers of a Chief Executive, how perceptions evolve over time, and outside influences.
2. Students will take on the persona of a Presidential/Gubernatorial candidate and apply for the job of Chief Executive through writing a resume and cover letter. Students must research their candidate fully and persuade the party to accept them as a candidate. They must take on the persona and "sell" themselves in a well-crafted resume and cover letter.
3. Students will evaluate contemporary mass media events and popular culture references to the Presidency and Bureaucracy.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Resources

Teacher and student resources used to support the learning.

Student textbook with Online textbook *Civics Today 2010* @ www.glencoe.com ISBN#: 9780078803093
Lanahan Readings in the American Polity, various editions.
Pocket Constitution, with supporting documents
 Online political resources as appropriate

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Presidential Report Card | Summative | Other Visual Assessments

DOK Level 4 Evaluate

Using the roles and powers of the President that we have discussed in class, students will evaluate the job performance of a 20th Century President, in the form of a report card. This will be assessed using the Presidential REport Card Rubric.

16 Standards Assessed

 Presidential Report Card Assessment  

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Legislative Powers and Process

Newtown High School / Grade 12 / Social Studies

⤴ Week 13 - Week 16 | 9 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Balance, Interactions

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

Generalization

- Government runs effectively, efficiently, and fairly when the system and the peoples' wants and needs are balanced.
 - (F) How is Congress organized and led?
 - (C) In what ways does the organization of Congress bring it balance?
 - (F/C) How are the powers of Congress checked or limited?
 - (C) How do the federal and state governments share power?
 - (C) How do the people share in this process?
- Many, varied outside forces strongly influence law-making bodies of government.
 - (F) What authority creates state and federal laws?
 - (F) How are state and federal laws created?
 - (C) What influences and pressures are placed on the lawmakers?
 - (C) In what ways do lawmakers reconcile outside forces in order to create necessary and appropriate laws?

Topics: Constitution, Article I, Senate, House of Representatives, qualifications, term limits, membership, leadership, sessions, terms, committees, reapportionment, continuous body, bicameral

Topics: Law-making, voting options, constituents, agencies, filibuster

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalization Questions:

- (F) How is Congress organized and led?
 - (C) In what ways does the organization of Congress bring it balance?
 - (F/C) How are the powers of Congress checked or limited?
 - (C) How do the federal and state governments share power?
 - (C) How do the people share in this process?
- (F) What authority creates state and federal laws?
 - (F) How are state and federal laws created?
 - (C) What influences and pressures are placed on the lawmakers?
 - (C) In what ways do lawmakers reconcile outside forces in order to create necessary and appropriate laws?

Provocative Questions:

- Without outside influences would lawmaking be fast and simple?
- To what extent is Congress a well-balanced, law-making machine, which runs the country?
- In what ways does federalism make government effective, efficient, and fair?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

21st Century Learning Expectations:

Critical Skills

*Critical skills that students are expected to be able to **DO** at the end of the unit.*

- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They demonstrate independence. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They value evidence. [Show Details](#)
- They come to understand other perspectives and cultures. [Show Details](#)

Reading: History/Social Studies

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

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

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

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.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing

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

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

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

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

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

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

Dimension 2: Civics

Civic and Political Institutions

- CIV 9-12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- CIV 9-12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9-12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9-12.9 Use appropriate deliberative processes in multiple settings.

Processes, Rules, and Laws

- CIV 9-12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- INQ 9-12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9-12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9-12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Suggested Learning Experiences:

1. Students will participate in a Mock Congress.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Resources

Teacher and student resources used to support the learning.

Student textbook with Online textbook *Civics Today 2010* @ www.glencoe.com ISBN#: 9780078803093
Lanahan Readings in the American Polity, various editions
Pocket Constitution, with supporting documents
Online political resources as appropriate

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Mock Congress | Summative | Dramatization

DOK Level 4 Apply

Students will create and participate in a Mock Congress. Each student is responsible for creating a bill and presenting a speech and debating before Congress. This will be assessed using the Mock Congress Debate Rubric.

26 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

The Function and Workings of the Judicial Branch

Newtown High School / Grade 12 / Social Studies

Week 17 - Week 19 | 9 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Justice

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

Generalizations:

1. Supreme Court decisions may challenge and change laws and government actions and impact American life.
 - a. (F/C) How are government actions challenged?
 - b. (F) Who are the Supreme Court Justices?
 - c. (F) What historical decisions have impacted American life?
 - d. (C) In what ways have these decisions impacted American life?

Topics: Historic court cases

2. Federal judges and Justices should be free from political influences.

- a. (F) What is the process to become a federal judge or Justice?
- b. (C) To what extent may politics influence federal judges and Justices?

Topics: judicial activism, judicial restraint, incorporation, and judicial review

3. Jurisdiction in the court system is established by the offense committed.

- a. (F) What is jurisdiction?
- b. (F) Which courts have which jurisdiction?
- c. (F) What is a dual court system?
- d. (F) How are criminal and civil offenses different?
- e. (C) In what ways does the jurisdiction of the courts affect the people involved?

Topics: jurisdiction—original, appellate, exclusive, and concurrent, dual court system, criminal law, civil law, Supreme Court

4. The court system demands due process to balance the rights of the individual with the rights of all.

- a. (F) What are justice and due process?
- b. (C) How do we identify and exert our individual rights?
- c. (C) How does the court system operate to balance these rights?

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

Generalization Questions:

1.
 - a. (F/C) How are government actions challenged?
 - b. (F) Who are the Supreme Court Justices?
 - c. (F) What historical decisions have impacted American life?
 - d. (C) In what ways have these decisions impacted American life?
2.
 - a. (F) What is the process to become a federal judge or Justice?
 - b. (C) To what extent may politics influence federal judges and Justices?
3.
 - a. (F) What is jurisdiction?
 - b. (F) Which courts have which jurisdiction?
 - c. (F) What is a dual court system?
 - d. (F) How are criminal and civil offenses different?
 - e. (C) In what ways does the jurisdiction of the courts affect the people involved?
4.
 - a. (F) What are justice and due process?
 - b. (C) How do we identify and exert our individual rights?
 - c. (C) How does the court system operate to balance these rights?
 - d. (C) Are individual rights ever more important than the rights of the whole?
5. The Bill of Rights and the court system protect the liberties and freedoms of the people.
 - a. (F) What liberties and freedoms do the people have?
 - b. (C) In what ways do we see these liberties and freedoms protected?
 - c. (C) Why does the court interpret the Bill of Rights?

d. (C) Are individual rights ever more important than the rights of the whole?

Topics: Bill of Rights, individual rights, due process, court system, and justice

5. The Bill of Rights and the court system protect the liberties and freedoms of the people.

a. (F) What liberties and freedoms do the people have?

b. (C) In what ways do we see these liberties and freedoms protected?

c. (C) Why does the court interpret the Bill of Rights?

Topics: judicial review, liberties and freedoms, Bill of Rights

Provocative Questions:

1. How would the impact of the Supreme Court decisions be different at different historical times?

2. How can Supreme Court Justices avoid allowing politics to influence their decisions?

3. Do all people deserve the rights they are given in the United States?

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

21st Century Learning Expectations:

- Be able to use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

Standards

The content standards that are taught and/or assessed in this unit.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They demonstrate independence. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They value evidence. [Show Details](#)

Reading: History/Social Studies

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

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

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.

- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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

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

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.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Writing

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

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

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

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

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CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension 2: History

Perspectives

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

Dimension 2: Civics

Civic and Political Institutions

- CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

Processes, Rules, and Laws

- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Suggested Learning Experiences:

1. A speaker from the Jury Outreach Program will be invited to discuss the court system and how it operates to establish justice. This presentation includes how jurors are selected for duty and the responsibilities of those who become jurors.
2. Students will identify and prioritize rights which are protected by the Bill of Rights versus those that would not be protected and examine why.
3. Students will conduct debates, whole class or mini-debates, on a range of controversial court cases, decisions, and/or contemporary issues.

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Resources

Teacher and student resources used to support the learning.

Student textbook with Online textbook *Civics Today 2010* @ www.glencoe.com ISBN#: 9780078803093
Lanahan Readings in the American Polity, various editions.
Pocket Constitution, with supporting documents
 Online political resources as appropriate

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Historic Court Battles | Summative | Other written assessments

DOK Level 4 Analyze

Students will research Supreme Court cases. They will either participate in a Supreme Court simulation or create a Legal Brief for an Historic Court case. This will be assessed on either the Supreme Court Rubric or the Historic Cases Rubric.

25 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.
