Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on September 15, 2015 at 7:30 p.m. in the council chambers, 3 Primrose Street, Newtown, CT

    K. Alexander, Chair   J. Erardi
    L. Roche, Vice Chair   J. Evans Davila
    K. Hamilton, Secretary (absent)   R. Bienkowski
    D. Leidlein   20 Staff
    J. Vouros (absent)   15 Public
    D. Freedman   2 Press
    M. Ku

Mr. Alexander called the meeting to order at 7:03 p.m.
MOTION: Mrs. Roche moved that the Board of Education go into executive to discuss a teacher resignation and invited Dr. Erardi. Mr. Freedman seconded. Motion passes unanimously.

Item 1 – Executive Session
Executive session ended at 7:07 p.m.
Item 2 – Pledge of Allegiance
Item 3 (no vote)
Item 4 – Celebration of Excellence
Dr. Erardi spoke about Tina Jones, Newtown's 2015 teacher of the year. Michelle Hiscavich, Chris Geissler and Tom Kuroski spoke about her attributes as a music teacher and that she gives her all and her heart to the students. Mr. Alexander presented her with a gift and thanks from the Board.
Mrs. Jones introduced her parents, husband and son and thanked all who came to support her.

Item 5 – Consent Agenda
Mr. Alexander removed the minutes of September 1, 2015 from the consent agenda.
MOTION: Mrs. Leidlein moved that the Board of Education approve the consent agenda which includes the resignation of Melissa Zigmont, the revised high school fall coaches roster, the middle school field trip to Canada, the high school ski club field trip and the correspondence report. Mrs. Roche seconded. Motion passes unanimously.

MOTION: Mrs. Leidlein moved that the Board of Education approve the minutes of September 1, 2015. Mrs. Ku seconded. Vote: 5 ayes, 1 abstained (Mrs. Roche) Motion passes.

Item 6 – Public Participation
Nancy White, 14 Butternut Ridge, looked forward to hearing Mr. Faiella's report on the CIP.

Item 7 – Reports
Chair Report: Mr. Alexander met with Dr. Erardi and the chairs of the Board of Finance and Legislative Council to discuss the CIP process. The Town is looking to trim down the debt service level from 9% to 8%.
Superintendent's Report: Dr. Erardi spoke about the Teacher of the Year program and thanked Sandy Hook Assistant Principal Tim Napolitano for organizing this for the district.

He and Pat Llodra received a letter from the National September 11 Memorial & Museum offering to give us a 10-foot tall seedling from a Callery pear tree for Sandy Hook School. This tree stood on the World Trade Center Plaza and was nearly destroyed. They now have a survivor tree seedling program to share with communities that have overcome tragedy. This tree will be planted at the Sandy Hook Fire Department to honor those service members and others lost on 9/11.

Additional items include providing reports to the Board referred to in Policy 1230, a legislative update document from legal counsel, transportation updates from All-Star and a reminder of the community forum September 16 at 7 p.m. in the high school lecture hall.

Rilind Abazi said that September 9 students viewed a presentation by Mark Mero, former wrestler, who is now a motivational speaker helping students to make the right decisions. The tennis team toured the Billy Jean King Tennis Center. The school climate committee will begin meeting lead by Dana Manning. He will coordinate with Kayla Disibio to bring more information on high school sports. Regarding the dress code he asked if he and Kayla can do something specific to get student dress code information.

Committee Reports:
Mrs. Ku said the C&I committee discussed how to make the curriculum approval process go faster. Goals were discussed as well as pilot programs.
Mrs. Davila said the approval process is not efficient. After the curriculum is written is then goes to the subject area teachers so it's taking several months from start to finish.

Mrs. Roche said the Climate and Culture Committee recently met and established focus areas for the new school year. The three most pressing issues which will involve conversations with Mrs. Davila, have to do with the frequency and fidelity of 2015-2016 benchmark assessments, thoughtful planning for new instructional initiatives, and continued review of the teacher growth plan. In addition, other focus areas include appropriate information to teachers and students transitioning from one school to the next, regarding stipends and honorariums the need for consistent practice in advertising the position and dollar placement, personalized professional development, and ongoing analysis of declining enrollment and how it will impact class size.

MOTION: Mrs. Leidlein moved that the Board of Education approve the financial report for the month ending August 31, 2015. Mr. Freedman seconded.
Mr. Bienkowski spoke about the report.
Mr. Freedman asked when we received the money from the high school fees.
Mr. Bienkowski said it was received at the beginning of the summer. All parking permits have been collected so we should receive that money this month.
Mrs. Leidlein asked the age of the high school boiler that needed to be replaced.
Mr. Faiella said it was five years old.
Motion passes unanimously.

Item 8 – Old Business
MOTION: Mrs. Roche moved that the Board of Education approve the CIP as recommended by the CIP subcommittee with the addition in year four of the boiler work for Hawley School for $1.62M. Mr. Freedman seconded.
Mr. Alexander asked if Mr. Faiella spoke to Chuck Boos.
Mr. Faiella said he did speak to him. The Hawley boiler project includes adding a third boiler and replacing steam pipes with a hot water system in the 1921 section. The oil tank will be

removed and the boiler room vacated. The boiler work will be least intrusive. The second phase of the $4.5M project includes all mechanical and electrical upgrades to get the 1997 and 1948 buildings prepared. Phase 3 is $2.6M and provides air conditioning for the 1948 and 1997 buildings.

Mr. Alexander asked if it would cost money to break the numbers out.
Mr. Faiella said there may be some fees involved if the design changes at a cost of possibly 10% for a complete set of documents.

Mrs. Leidlein said in the June 2012 phase 3 document from Kaestle Boos we chose to do it without ADA compliance because Public Building & Site said that was not the direction in which to go.

Mrs. Ku wants to explore putting $700,000 for professional services in year two for the cost of the redesign.
Mr. Faiella thought that number was too high.
Mr. Freedman did not want a random number selected.

Mrs. Leidlein asked how old the middle school boilers were.
Mr. Faiella said we've had them since 1952 but two were decommissioned.

Mr. Alexander asked why the boilers at Hawley would be the next thing to do.
Mr. Faiella said you can't run the building without boilers. There would be damage if they failed. The one in the 21 building is giving us problems now.
Mrs. Leidlein said Public Building & Site should be part of the conversation. We need to look at the big picture.
Mr. Faiella agreed. The ADA piece would be a 12-month project with that part of the building needing to be closed down during that time. If we do that we would have to bring in portables for the 21 wing.

MOTION: Mrs. Ku moved to amend the motion to add $280,000 to year two of the CIP for professional services to be added onto the Hawley roof replacement. Mrs. Leidlein seconded.

Mr. Alexander feels it would be more effective to include Public Building & Site in this discussion.
Mrs. Leidlein was concerned that there has been no conversation related to this work and student learning.
Mrs. Roche was concerned about putting an unknown number out there but agrees we need to have continued conversations on the CIP.
Mr. Bienkowski feels that we should talk to the architects regarding the needs for Hawley School.

Dr. Erardi said the CIP subcommittee has worked diligently and added $1.6M to plan and continue to develop the overall scope of Hawley and come back to the Board of Education for the following season. He is not opposed to a placeholder on the CIP but it may be problematic about what that might represent. He supports adding the $1.6M to move this to the Board of Finance.
Vote on amendment: 2 ayes, 3 nays (Mr. Alexander, Mrs. Roche, Mr. Freedman)
Motion failed.

Mrs. Roche is not in favor of putting in a random number.
Mr. Freedman is in support of identifying areas we need to work on for Hawley School. We should go back to Public Building & Site and come back next CIP year with a plan.

Mrs. Leidlein is willing to have it go forward but wants to see changes in the next five-year plan for projects that were previously removed.
Mrs. Roche asked the CIP committee to work on addressing our concerns with the process.
Motion passes unanimously.

Action on Curricula:
MOTION: Mrs. Ku moved that the Board of Education approve the high school chemistry, biology, physics and IPES curricula. Mrs. Roche seconded.

Mrs. Leidlein said it's very confusing to parents that there was no criteria on how a student is placed in what level. This occurs in the Reed years. We should figure out how to communicate this criteria to parents. Student placement has not been consistent. Have the criteria be more concrete and communicated at an earlier time.
Dr. Erardi said a math presentation will be made in mid-winter and will include Reed, middle school and high school placement decisions.
Motion passes unanimously.

Facility Study:
Dr. Erardi referred to the facility study last year. We need to fully know the charge. Administrators will join the committee after October 1 for enrollment and projections. Another conversation will be held around work with the facility study group commissioned by the Board of Selectman. They are waiting for a board partnership. The proposal and decision made last spring was driven by time sensitivity and enrollment projections. Because the time line has changed it should go back to the committee. He doesn't feel pressed for time right now. We will possibly look at the 2017-18 school year.

Mrs. Ku said she would like to see the committee look at a long term projection before talking to the municipal facility space needs committee. That should happen before we get back to our group.
Mrs. Leidlein said we need to look at how we are using our facilities based on enrollment and optimize our educational programs based on having more space than we need.

Mr. Alexander said we needed more detail on the numbers. The middle school closing was also discussed. It wouldn't hurt to ask the facility committee for their assessment on building use. It's better to keep a relatively limited number on the committee.

Dr. Erardi said we will look at the data from last year and also the information requested from Mrs. Leidlein. In November he will bring back from the committee information about repurposing our buildings.

Mrs. Roche is concerned about the town repurposing one of our buildings. We need to know the window of how long a school would be closed. She doesn't want us to lose complete control of one of the schools.
Dr. Erardi said we need to look at the data and have a partnership between the Board of Education and the community.

Mr. Freedman asked if someone from the municipal side could sit on our committee. This is a huge decision for the community and it would be helpful if there were community members on both ours and municipal committee.
Dr. Erardi said Mrs. Ku and Ms. Hamilton sit on both committees. No one was commissioned by the Selectman for our committee. He would also like community members.

Item 9 – New Business
Mr. Alexander said the listed curricula would be brought back for a second read at the next meeting.

Comprehensive School Climate Inventory Report:
Dr. Erardi said Judy Blanchard was here to answer any questions. Our next steps will be to have conversations between the leadership team in the schools.
Mrs. Blanchard said there are no significant differences from last year. Our strengths are in adult social support. The commitment by our safe schools committee is for additional training.
Dr. Erardi said through our partnership with Education Connection our second step program will change the markers significantly next year.

Paraeducator Contract:
MOTION: Mrs. Leidlein moved that the Board of Education approve the ratified Newtown Paraeducators Association contract for the period July 1, 2015 through June 30, 2018. Mrs. Ku seconded.

Mrs. Ku said that she and Ms. Hamilton were part of the negotiating process. The paraedcators came with a positive outlook and had constructive conversations. She supports this contract. Motion passes unanimously.

Budget Calendar:
MOTION: Mrs. Leidlein moved that the Board of Education approve the budget calendar for 2016-2017. Mr. Freedman seconded.
Motion passes unanimously.

Item 10 – Public Participation
Karyn Holden, 68 Berkshire Road, is concerned that there is no generator at Hawley School. Also, regarding security, there are areas at Sandy Hook School with bad cell service. It's important to have proper cell service in all schools. Regarding the facility study, the community needs to hear all information. There is a need to consider the cost to repurpose, move and reopen. Lay out a way to move the children over the next 10 years. The community needs to know what the school will be used for and any savings involved.

Jody Adolfson, 11 Parmalee Hill Road, appreciated the CIP discussion but was disappointed that not more money was put in for Hawley School. She questioned how the facility committee said we could save $50,000 by closing Hawley. They need to understand the phases.

Prabha Makayee, 62 Charter Ridge Drive, said there was some dissention by union members regarding the paraprofessional contract giving a 25 cent per hour pay increase for those who have a college degree. She feels this is unfair and everyone should get that increase because they do the same job. She cannot justify her college degree without others receiving an increase.

Nancy White, 14 Butternut Ridge, was disappointed there were no breakout numbers for Hawley. Some people are saying what they want to do with the building if closed. We won't get a school back once it's handed over.

Karen Wilk, 2 Lyrical Lane, spoke about the paraeducator contract. She asked how we reconcile a 25 cent bonus for those with masters degrees when college is not on the job description. It's not fair or equitable.

Stephanie Dunn, 49 Hi Barlow Road, said what she just heard matters and doesn't think education credentials are the only things that matter. She is in support of those who just spoke.

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

Item 11 – Adjournment
The meeting adjourned at 10:08 p.m.

Respectfully submitted:

_____
Keith Alexander
Chair

Administrative Report

Tuesday, September 15th

1. **9/11 Memorial Donation** (Attachment #1)

2. **Policy 1230 – Annual – PTA and Booster Clubs Treasury Report**
   (Attachment #2)

3. **Legislative Updates** (Attachment #3)

4. **Transportation Update** (Attachment #4)

5. **Community Forum – September 16th - 7:00 p.m. Lecture Hall**

9/11
MEMORIAL

August 26, 2015

Joseph Erardi
Superintendent, Newtown Public Schools
3 Primrose Street
Newtown, CT 06470

Patricia Llodra
First Selectman, Town of Newtown
3 Primrose Street
Newtown, CT 06470

Dear Mr. Erardi and Ms. Llodra,

On behalf of the National September 11 Memorial & Museum, I want you to know that we continue to keep Newtown, Connecticut and all those affected by the terrible events that took place at Sandy Hook Elementary School on December 14, 2012, in our thoughts and prayers. After speaking to the Sandy Hook Permanent Memorial Commission last year, I was reminded —as we were reminded after 9/11—that in the face of horrific tragedy, we can come together to care for one another with limitless compassion.

In honor of our shared strength, the 9/11 Memorial would like to give Sandy Hook Elementary School a Callery pear tree, grown from the seeds of the 9/11 Memorial's own Survivor Tree.

The Survivor Tree stood on the original World Trade Center Plaza, and on September 11, 2001, the tree was nearly destroyed. With time and care, it was nursed back to health and today, it stands strong again at the Memorial, where it is often adorned with tributes from the Memorial's millions of visitors.

Through our Survivor Tree Seedling program, the 9/11 Memorial donates Survivor Tree seedlings to communities like Newtown that have overcome tragedy. The program launched on September 11, 2013 and has recognized six communities that have thrived in the face of adversity.

I hope that Newtown will accept this Survivor Tree seedling, which currently stands ten feet tall. Our partners at Bartlett Tree Experts are able to deliver the tree and plant it at your convenience. My office will be in touch with your staff shortly to discuss further details, and please feel free to contact me directly at (212) 312-8803.

Warm regards,

Joe Daniels
President & CEO

APPENDIX D

MONTHLY REPORT TO ADMINISTRATION
FOR _____April_____, 20_15_

1. # Full Operating Days Scheduled For This Month _____16_____ days

2. # Full Operating Days Actual For This Month _____16_____ days

3. # Full Operating Days Remaining - Year-To-Date _____33_____ days

4. # Full Operating Days Actual - Year-To-Date _____150_____ days

5. Home to School Mileage:

		Monthly	Year-to-Date
a.	Regular Runs		
b.	Private/Parochial		
c.	Other (describe		
d.	Total Home-To-School		

6. Special Runs Mileage:

a.	Shuttles		
b.	Special Trips		
c.	Other (describe)		
d.	Total		

7. Hours - Special Runs:

		Monthly	Year-to-Date	
a.	Shuttles	28		DOES NOT INCLUDE SPORTS
b.	Special Trips CLASS TRIPS	83		
c.	Other (describe) TRANSITION PROGRAM	8		
d.	Total			

8. Accident Information
Please describe any incidents including driver, bus number, cost, explanation: _____N/A_____

_____

_____

_____

9. Safety and training activity - please describe: IDENTIFYING/REPORTING STUDENT BEHAVIOR/INCIDENTS/BULLYING, COMPLACENCY IN CHECKMATE SYSTEMS, IMPROVING COMMUNICATION W/ OFFICE & SCHOOL ADMINISTRATORS.

_____

10. Operating changes new this month (new routes, policies, procedures, etc.): _____

_____

_____

40

LDS

Bidder's Initials

APPENDIX D

MONTHLY REPORT TO ADMINISTRATION
FOR _____May_____, 20 15

1. # Full Operating Days Scheduled For This Month   **20**   days
2. # Full Operating Days Actual For This Month   **20**   days
3. # Full Operating Days Remaining - Year-To-Date   **13**   days
4. # Full Operating Days Actual - Year-To-Date   **170**   days

5. Home to School Mileage:

		Monthly	Year-to-Date
a.	Regular Runs		
b.	Private/Parochial		
c.	Other (describe		
d.	Total Home-To-School		

6. Special Runs Mileage:

		Monthly	Year-to-Date
a.	Shuttles		
b.	Special Trips		
c.	Other (describe)		
d.	Total		

7. Hours - Special Runs:

		Monthly	Year-to-Date	
a.	Shuttles	48		
b.	Special Trips *Class Trips*	285		DOES NOT INCLUDE SPORTS
c.	Other (describe) *Transition Prog Trips*	16		
d.	Total			

8. Accident Information
Please describe any incidents including driver, bus number, cost, explanation: _____
5/26/15 - #62, sitting @ light (Exit 11) rear ended by car coming off ramp - Empty Bus (Harry Foust)

_____

9. Safety and training activity - please describe: Refresher on Pre/Post Trip Inspections, Review of identifying defects & how to report them.

_____

10. Operating changes new this month (new routes, policies, procedures, etc.): _____

_____

LAS
Bidder's Initials

APPENDIX D

MONTHLY REPORT TO ADMINISTRATION
FOR ___*June*___, 20_15_

1. # Full Operating Days Scheduled For This Month _____13_____ days
2. # Full Operating Days Actual For This Month _____13_____ days
3. # Full Operating Days Remaining - Year-To-Date _____0_____ days
4. # Full Operating Days Actual - Year-To-Date _____183_____ days

5. Home to School Mileage: | Monthly | Year-to-Date
   a. Regular Runs
   b. Private/Parochial
   c. Other (describe
   d. Total Home-To-School

6. Special Runs Mileage:
   a. Shuttles
   b. Special Trips
   c. Other (describe)
   d. Total

7. Hours - Special Runs:
   a. Shuttles _____10_____
   b. Special Trips *Class Trips* _____93_____
   c. Other (describe) *Transition Prog. Trips* _____8_____
   d. Total

   Does not include sports

8. Accident Information
   Please describe any incidents including driver, bus number, cost, explanation: ____*N/A*____

   _____
   _____
   _____

9. Safety and training activity - please describe: ___*No Meetings/Training Held This Month.*___
   _____
   _____
   _____

10. Operating changes new this month (new routes, policies, procedures, etc.): _____
    _____
    _____

_____*LDS*_____
Bidder's Initials

Newtown Public Schools
Composition Through Contemporary Issues

Newtown High School > Grade 12 > English Language Arts > Composition Through Contemporary Issues

Collaboration
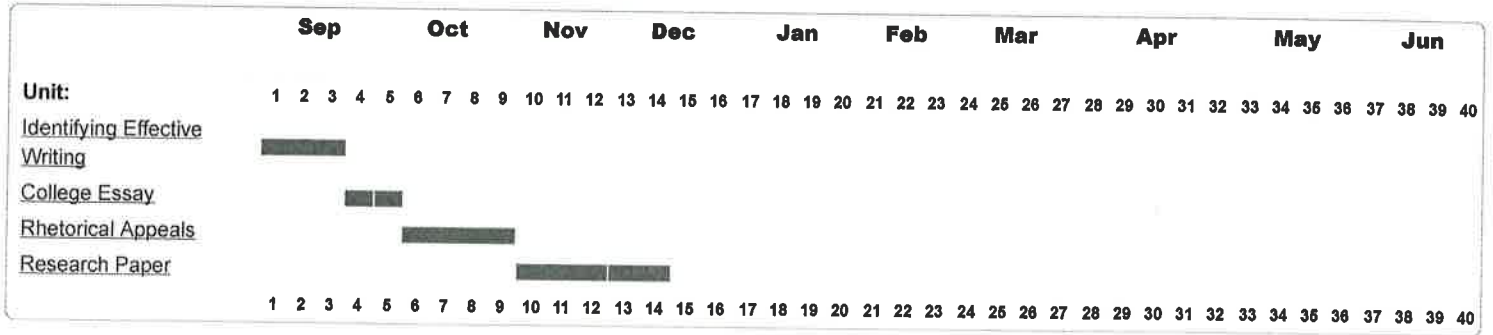
Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40									
Identifying Effective Writing	▇									
College Essay		▇								
Rhetorical Appeals		▇								
Research Paper			▇							
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40									

3/12/2015 9:29 AM

Newtown High School > 2014-2015 > Grade 12 > English Language Arts > Composition Through Contemporary Issues > Week 1 - Week 3

Lye, Rick; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Writing does not exist in a vacuum; therefore, it is essential for the success of our students to understand that their thoughts and ideas, transcribed into logical, passionate writing, have the ability to change that which is unjust, and clarify that which is misunderstood. When students view their writing as a part of a larger conversation, they are invited to view themselves as critics, scholars, politicians, and philosophers. It is when students take on such roles that they are able to see the broader implications of writing in the global village.

Essential Question(s)

What can I do to convince my audience that I am right?

Guiding Questions
Factual, Conceptual, Provocative

How do voice and tone influence the reception of a message?

What does persuasion look like?

How does one determine the most effective way to communicate an idea?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.
Show details
They build strong content knowledge.

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

Reading: Informational Text

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will learn and identify rhetorical devices.

Students will apply rhetorical devices in their own writing.

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing

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

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

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and

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limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words

and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills

L.4.3b. Choose punctuation for effect.

L.6.3b. Maintain consistency in style and tone.

L.9–10.1a. Use parallel structure.

Content/Topics
*Critical content that students must **KNOW***

- How I say things can be as important as what I say
- Effective writing should be identified and emulated.

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

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Activities

1. Become expert in and present rhetorical device using Prezi.

2. Identify meaning and usage of rhetorical terms in essays ("Notes From Camp," "Consider the Lobster," and "The White Negro") and in quiz.

3. Create a short expository essay identifying the most important issue facing the school that incorporates at least six devices.

Unified List of Terms Composition.docx

Resources
Professional & Student

They Say, I Say (Graff)

http://faculty.georgetown.edu/irvinem/theory/Sontag-NotesOnCamp-1964.html

http://www.gourmet.com/magazine/2000s/2004/08/consider_the_lobster

http://www.dissentmagazine.org/article/the-white-negro-superficial-reflections-on-the-hipster

Assessments (Titles)
Rhetorical Term presentation
Formative: Oral Report
Student researches assigned

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

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rhetorical term/device and then presents it to the class using Prezi. The presentation teaches the class all of the following: a) definition b) word origin c) usage d) illustrative sentence from classical and modern literature e) mnemonic or other tip to help students remember **Identifying Terms in essays** **Formative: Written Test** Students will read "Notes on 'Cam'" (Sontag), "Consider the Lobster" (Wallace), and "The White Negro" (Mailer) individually and as a group to identify rhetorical strategies employed.	▪ Information Literacy ▪ Written Performance	

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Unit Planner: College Essay
Composition Through Contemporary Issues℃

Thursday, March 12, 2015, 9:30AM

Newtown High School > 2014-2015 > Grade 12 > English Language Arts > Composition Through
Contemporary Issues > Week 4 - Week 5

Last Updated: Sunday, March 1,
2015 by Rick Lye

Lye, Rick; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

The college essay has evolved into both a tremendous opportunity and burden for students at the beginning of their senior years. It is an opportunity to convince the univeristy of their choice that they are the right fit for that institution, however, with that opportunity comes enormous pressure to get it right. This unit will teach the students how to write an effective, well organized, personal college essay that gives them the best opportunity to show what they can offer to a perspective college.

Essential Question(s)

How do I catch a reader's attention?

How do I explain a personal quality to someone else?

Guiding Questions

Factual, Conceptual, Provocative

What do I want people to know about me?

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will reflect and identify key personal traits.

Students will create personal statements that convinces an audience to accept student.

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over

the course of the narrative.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

Language Progressive Skills

L.3.3a. Choose words and phrases for effect.

L.6.3b. Maintain consistency in style and tone.

Content/Topics	Skills

Critical content that students must **KNOW**	Transferable skills that students must be able to **DO**
- In writing, showing something to be true is better than stating that it is true. - Audiences will react to a work differently based on individual preferences and experiences.	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 analysis, synthesis, and evaluative process skills as they: 1. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 2. 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. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. 4. 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. Instructional Strategies: 1. Model the college essay using past examples 2. Research current topics used for most colleges and on the Common Application 3. Allow time for peer editing and revisal of the college essay 4. Utilize the writing center as a resource for editing and revising.

Core Learning Activities

Read several college essays to identify requirements/strengths/weaknesses.

Resources

Professional & Student

http://www.whitehouse.gov/issues/education/higher-education/college-score-card

http://www.huffingtonpost.com/liz-oneill/the-7-worst-types-of-coll_b_787319.html#s187452title=The_CringeInducing_Metaphor

http://www.envisionprep.com/college-admission/top-50-u-s-colleges-deadlines-essay-questions

http://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?_r=3&adxnnl=1&ref=general&src=me&adxnnlx=1384171753-I7o+M4eVGUS/GAn/4I1aHQ&

http://www.cnn.com/2009/LIVING/wayoflife/11/19/mf.offbeat.college.essays/

http://www.businessinsider.com/college-essay-high-school-senior-into-every-ivy-league-university-2014-4

https://owl.english.purdue.edu/owl/

http://www.educatednation.choosecollege.com/2007/05/24/the-coolest-college-application-essay-ever/

Assessments (Titles) **College Essay**	Graduation Standards Information Literacy Problem Solving Spoken Communication	Interdisciplinary Connections

Summative: Narrative Writing Assignment Students will examine several college essays to identify key strengths and weaknesses. Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school. Students will workshop the college essay both in class and in the writing center.	Written Performance - Written Performance	

<< Previous Year

Newtown High School > 2014-2015 > Grade 12 > English Language Arts > Composition Through
Contemporary Issues > Week 6 - Week 9

Last Updated: Sunday, March 1,
2015 by Rick Lye

Lye, Rick; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Every piece of writing is a union of the author, the audience, and the information being conveyed.

Essential Question(s)

How do I get others to listen to what I have to say?

How do I take the audience's needs into account when I write something.

Guiding Questions

Factual, Conceptual, Provocative

What is the best way to convince someone that I'm right?

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will identify elements of ethos, pathos, and logos in essays by others.

Students will create persuasive position papers that make appeals to ethos, pathos, and logos.

conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Content/Topics

Critical content that students must KNOW

Rhetorical Appeals

- Ethos

- Pathos

- Logos

Connotation/Denotation

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Students will develop analysis, synthesis and evaluative process skill as they....
1. Analyze how parts of a whole interact with each other to produce overal outcomes in complex systems.
2. Articlulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
3. Contributes useful ideas with authentication and encourages others to use their ideas as well.

Instructional Strategies:

1. Analyze famous and current speeches for rhetoric
2. Analyze opinion-editorials for rhetoric.
3. Model proper use of rhetorical devices.

Core Learning Activities

- Read various essay to identify appeals to ethos, pathos, and logos.
- identify rhetorical strategies used in writing of different genre.
- analyze the impact of different rhetorical strategies on the audience.

Resources

Professional & Student

- jolliffes-rhetorical-framework.pdf
- Rhetorical Situation.ppt
- http://pathosethoslogos.com/index.php/9-writing
- http://pathosethoslogos.com/index.php/9-writing
- http://pathosethoslogos.com/index.php/9-writing
- http://pathosethoslogos.com/index.php/9-writing

Assessments (Titles)

NHS Changes
Summative: Expository Essay

Students will show mastery of the appeals through the following assignment.

Now that you are seniors, you can speak knowledgeably and intelligently about your high school experience. In this assignment, you are asked to advocate for a change in the high school experience. This can be a micro-change, such as

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Spoken Communication
- Written Performance

Interdisciplinary Connections

- Rhetorical Situation.ppt

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removing a book from the curriculum, or a macro-change, such as eliminating or mandating an entire field of study. It may be something in between, such as school-wide policies on assignments, grading, etc. The only requirement is that it has to be content related, so you may not talk about the parking situation, athletics, food, etc. (You may NOT discuss individual teachers).

Think about the time you've spent at the high school. In your experience, what aspect of it is either broken or in need of repair? What could have made your experience better? You will need to advocate for a change and convince your audience that a change is necessary. Appeal to the audience using either pathos, logos, or ethos. When you do, you will need to answer two distinct questions: 1. Why is the old system failing and 2. How will your change fix it?

Assignment: In a 2-3 page paper, address an issue of content that NHS needs to change and argue for the change to be made (50-points).

Unit Planner: Research Paper
Composition Through Contemporary Issues

Thursday, March 12, 2015, 9:32AM

Newtown High School > 2014-2015 > Grade 12 > English Language Arts > Composition Through Contemporary Issues > Week 10 - Week 14

Last Updated: <u>Sunday, March 1, 2015</u> by Rick Lye

Lye, Rick; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Students are bombarded with information everyday, but how do they know if that information is credible and accurate? How do they then take that information to create an informed opinion of their own. Research requires not only the ability to access information, but use that information properly to support the argument you are trying to make in a research paper.

Essential Question(s)

How do I find information that I need and how is that information conveyed to others?

Guiding Questions
Factual, Conceptual, Provocative

How do I know the information is valid?

How do I support an argument?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

Objective(s)
<u>Bloom/ Anderson Taxonomy / DOK Language</u>

Students will analyze multiple resource to determine their validity.

Students will gather, analyze, and evaluate relevancy and accuracy.

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").

Speaking & Listening

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of

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formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Content/Topics
Critical content that students must KNOW

- where to find accurate and unbiased sources
- how to properly cite those sources using MLA format
- how to conduct vaild research
- effectively presenting information to those who disagree with your stance

Skills
Transferable skills that students must be able to DO

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

Students will develop analysis, synthesis, and evaluative process skill as they....
1. use information accurately and creatively for the issue or problem at hand
2. effectively analyze and evaluate evidence, arguments, claims, and beliefs.
3. Manage the flow of information from a wide variety of sources
4. Evaluate information critically and competently.

Instructional Strategies:

1. Work with LMC and libarians to show students the numerous databases available to them.
2. Corresponds to information literacy graduation standards
3. Introduce effective research strategies

Core Learning Activities
📎 Internet Sources Presentation.doc

Resources
Professional & Student
🌐
https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf

Assessments (Titles)
Composition Final Summative: Expository Essay
Written Performance and Information Literacy

📄 Composition Final Exam.docx

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Written Performance

Interdisciplinary Connections

Newtown Public Schools
Writing Through Film

Newtown High School > High School > English Language Arts > Writing Through Film

Last Updated: Monday, January 26, 2015 by Abi Marks

Collaboration
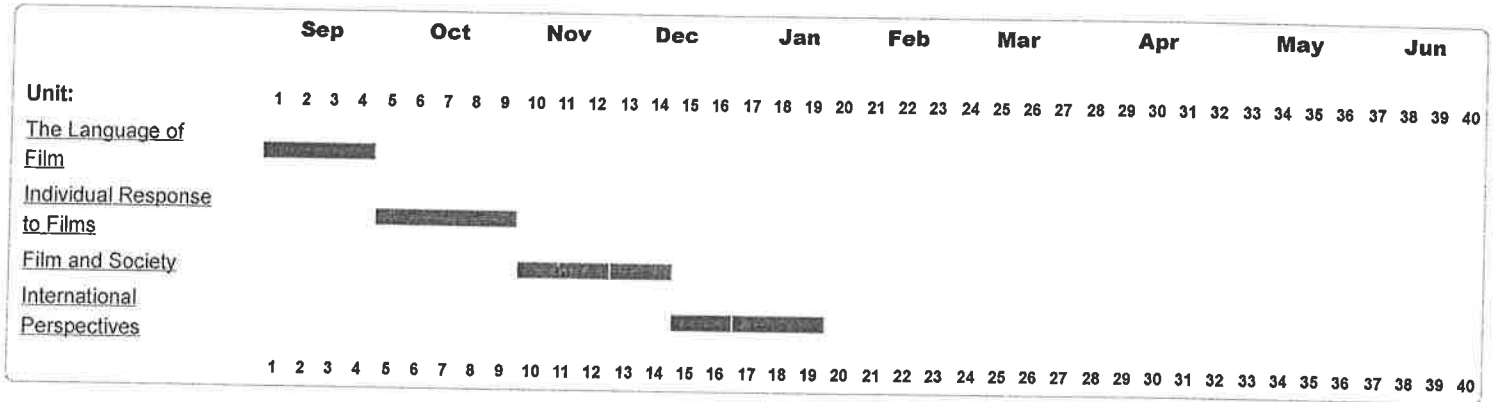
Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4	5 6 7 8 9	10 11 12 13	14 15 16 17	18 19 20	21 22 23	24 25 26 27	28 29 30 31 32	33 34 35 36	37 38 39 40
The Language of Film	▮▮▮▮									
Individual Response to Films		▮▮▮▮								
Film and Society			▮▮▮▮							
International Perspectives				▮▮▮▮						
	1 2 3 4	5 6 7 8 9	10 11 12 13	14 15 16 17	18 19 20	21 22 23	24 25 26 27	28 29 30 31 32	33 34 35 36	37 38 39 40
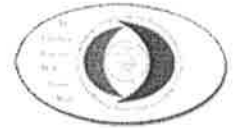
Newtown High School   2014-2015   High School   English Language Arts   Writing Through
Film   Week 1 - Week 4

Kaplan, Jacqueline; Kenney, Marc; Lye, Rick; Marks, Abi; Morris, Joanne; Rovello, Jim

Enduring Understanding(s)/ Generalization(s)

In order to study film, one must first become comfortable with the vocabulary and elements of filmmaking. Analysis of film offers a bridge between traditional literary critical thinking and the lifelong learning that will encourage the continued use of this critical lens in their everyday lives. Analysis of film provides an entry into deeper thinking through a popular and accessible form, where anyone is capable of interpreting and analyzing, as well as enjoying visual text.

Essential Question(s)

Why do we watch films?

Guiding Questions
Factual, Conceptual, Provocative

1. How does film technique affect meaning?
2. What makes a film literary?
3. How should we discuss films?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Reading:

1. The student will identify, analyze, and apply knowledge of film techniques
2. Students will utilize resources to learn and study the vocabulary of film techniques

Writing:

1. Students will compose a written literary analysis product that examines and conveys complex ideas

2. Students will construct a literary analysis work using the writing process (i.e., planning, revising,

editing, etc.)

a. Writing Lab will be a part of this process

Content:

1. Students will appraise the literary quality of films through writing and discussion.

2. Students will identify filmmaking techniques and analyze their effectiveness.

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plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing

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

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Content/Topics
Critical content that students must KNOW

- Film is a literary medium with a visual, as well as linguistic, component
- Film technique is another component of literary analysis and should be considered along with traditional literary devices in classic analysis.

Skills
Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 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.

Students will develop analysis, synthesis, and evaluative process skills as they….

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
• Interpret information and draw conclusions based on the best analysis
• Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and
contexts.
• Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact
• Contributes useful ideas with authentication and encourages others to use their ideas as well

Instructional Strategies

1. Create a multi-media presentation explaining film techniques with relevant clips
a. Corresponds to Information Literacy/Spoken Communication Standards
2. Introduce film criticism and analysis through modeling
3. Introduce effective note taking strategies

Core Learning Activities

Resources
Professional & Student

Professional Resources:

- Internet Movie Database ⊕
  http://www.imdb.com
- Roger Ebert's website/film criticism ⊕
  http://www.rogerebert.suntimes.com
- New York Times film section
- Rotten Tomato ⊕ http://www.rottentomato.com
- The New Yorker film section

Student Resources:

<u>Films:</u>

What Lies Beneath (PG-13)

Psycho (R-excerpted)

Rear Window (PG)

The Godfather (R-excerpted)

The Graduate (PG)

Jaws (PG)

Citizen Kane (PG)

Casablanca (PG)

Johnny Cash's Hurt Video

<u>**Books:**</u>

A Short Guide to Writing About Film by Timothy Corrigan

Pictures at a Revolution: Five Movies and the Birth of the New Hollywood by Mark Harris

"The Grammar of Television and Film"

Assessments (Titles)
Formative: Other Visual Assessments

1. Students generated presentation on film techniques, including clips that accurately portray the technique.
2. Text-Based Seminar on *The*

Graduation Standards
<u>Information Literacy</u>
<u>Problem Solving</u>
<u>Spoken Communication</u>
<u>Written Performance</u>

Interdisciplinary Connections

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Godfather, Jaws, and Psycho
using student generated
questions in both large and
small group settings.
3. Informal analytical responses
based on various topics
throughout the unit.
4. Drafting analytical essay:
   1. Peer revision
   2. Visit to the writing
      center
   3. Development of
      thesis statements

**Unit One Film Analysis
Summative: Expository Essay**
Formal analytical essay focusing on
common themes used throughout
several of the movies viewed
throughout the unit.

- Written Performance

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Unit Planner: Individual Response to Films
Writing Through Film
Thursday, March 12, 2015, 9:46AM

Newtown High School > 2014-2015 > High School > English Language Arts > Writing Through
Film > Week 5 - Week 9

Last Updated: Monday, January 26, 2015 by Abi Marks

Kaplan, Jacqueline; Kenney, Marc; Lye, Rick; Marks, Abi; Morris, Joanne; Rovello, Jim

Enduring Understanding(s)/ Generalization(s)

Ingmar Bergman "No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls."

Essential Question(s)

How do our own personal experiences shape the viewing process of a film?

Guiding Questions
Factual, Conceptual, Provocative

- How is the viewing of film a fluid process?
- How do our reactions/the reactions of others shape the viewing process?
- How do films help teach us about what it means to be human?
- What aspects of film help to define their genres?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

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

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

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.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Reading:

1. Students will explore the various responses film and film techniques can evoke in an audience.

Writing:

1. The students will apply newfound knowledge of film techniques in critical analysis of films.
2. Students will compare and contrast various movies from individual genres by creating a written analysis of those films, including elements critical to that particular genre.

Content:

1. The students will identify characteristics of multiple film genres.
2. Students will create their personal definition of various genres based on their own personal experiences and preferences.
3. Students will judge a scene in order to determine how the filmmaker elicits a response.

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

Speaking & Listening

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Content/Topics
Critical content that students must KNOW

- There are specific aspects to various genres that must be in place in order for a film to fit into that genre.
- How to differentiate the various philosophies that are included in Science Fiction movies.
- The stylistic choices various directors make and how the director is able to incorporate those into his films.
- Personal interpretation/appreciate of various films is based upon the viewers own personal experiences and interactions with the film.

Skills
Transferable skills that students must be able to DO

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

Students will develop analysis, synthesis, and evaluative process skills as they....
• Use a variety of communication tools for a range of purposes (e.g. to inform, instruct, motivate and persuade) and there is evidence of thoughtful selection of strategy to align with message, audience, and purpose.
• Use information accurately and creatively for the issue or problem at hand.
• Listens actively and assists individuals and the group in achieving their goals.
• Effectively analyze and evaluate evidence, arguments, claims, and beliefs.

Instructional Strategies:
1. Create a multi-media presentation explaining science fiction's use of philosophy with relevant clips
a. Corresponds to Information Literacy/Spoken Communication Standards
2. Using the LMC Databases, introduce students to effective research techniques.
3. Model effective writing of a comparison essay.

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Core Learning Activities

Resources
Professional & Student

Professional Resources:

- Internet Movie Database 🌐 http://www.imdb.com
- Roger Ebert's website/film criticism 🌐 http://www.rogerebert.suntimes.com
- New York Times film section
- Rotten Tomato 🌐 http://www.rottentomato.com
- The New Yorker film section

Student Resources:

- **Science Fiction**
    - *Blade Runner (R-excerpted)*
    - *The Matrix (R-excerpted)*
    - *2001: A Space Odyssey (G)*
    - *Star Wars (PG)*
- **Western**
    - *Unforgiven (R-excerpted)*
    - *3:10 To Yuma (R-excerpted)*
    - *The Good, The Bad, and The Ugly (R-excerpted)*
    - *The Searchers (PG)*
    - *Magnificent Seven (PG)*
- **Drama**
    - *Stand by Me (R-excerpted)*
    - *Station Agent (R-excerpted)*
    - *Shawshank Redemption (R-excerpted)*
- **Comedy**
    - *Student Chosen Film*
    - *Office Space (R-excerpted)*
    - *Groundhog Day (PG-13)*
- **Documentaries**
    - Selected Documentaries
    - *Super Size Me*
- **Texts**
    - www.filmsite.org/genres.html
    - Academic writing on various films within each genre

Assessments (Titles)
Formative: Expository Essay

1. Analytical essay comparing and contrasting various elements in the movies *Station Agent and Stand by Me*.
2. Film-Based seminars on topics related to various genres
3. Student generated

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Written Performance

Interdisciplinary Connections

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definitions of each genre based on their own personal beliefs and experiences.
4. Student generated project on a director, including biographical information, awards, and film techniques that he/she is known for, including film clips that demonstrate those techniques.

Genre Analysis
Summative: Other written assessments

Using various films used from the science fiction (or other) genre, students will research various philosophical influences used by the director/writer in the creation of the film. For example, the use of the Hero's Journey in *Star Wars*.
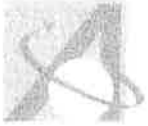
Unit Planner: Film and Society
Writing Through Film

Thursday, March 12, 2015, 9:47AM

Newtown High School > 2014-2015 > High School > English Language Arts > Writing Through
Film > Week 10 - Week 14

Last Updated: Monday, January 26,
2015 by Abi Marks

Kaplan, Jacqueline; Kenney, Marc; Lye, Rick; Marks, Abi; Morris, Joanne; Rovello, Jim

Enduring Understanding(s)/ Generalization(s)

Stanley Kubrick: "If you can talk brilliantly about a problem, it can create the consoling illusion that it has been mastered."

Walt Disney: "Movies can and do have tremendous influence in shaping young lives in the realm of entertainment toward the ideals and objectives of normal adulthood."

Essential Question(s)

Do movies actually matter?

Guiding Questions
Factual, Conceptual, Provocative

- How do films function beyond the screen?
- How do films both reflect and shape society at large?
- How does the intent of the filmmaker affect the viewing of a film?
- Can films actually change people's perception of a specific event?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

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

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Reading:

1. Students will compare and contrast central themes across multiple movies and how those themes are presented by each director.
2. Students will explore their own personal reactions to a movie about a social issue.

Writing

1. Students will create their own mock-up of a film based on a social issue that they find important.
2. Students will defend their position on a social issue. For example, if directors should create movies dealing with wars that are ongoing.

Content:

1. Students will identify social issues that are important to them and how those issues directly affect their lives.
2. Students will analyze the effectiveness of

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

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

Speaking & Listening

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

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

director's presentations of social issues and if that presentation was persuasive in getting them to move to action.

Content/Topics
Critical content that students must KNOW

- There are numerous on-going issues in the world that may not directly affect Newtown, but are still important and directly affect others of similar age throughout the world.
- Films have a unique ability to convey a point of view and influence the audience.
- Films reflect what is happening in a society or culture.
- Films are often a reflection of the intentional or unintentional biases of their creators.

Skills
Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Students will develop analysis, synthesis, and evaluative process skills as they....
• Manage the flow of information from a wide variety of sources.
• Evaluate information critically and competently
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

Core Learning Activities

Resources
Professional & Student

Instructional Strategies
1. Use clips/articles from various news media cites to

show students real world information about the films they will view.

2. Model the creation of screen plays and story boards.
3. Engage in film based seminars

Assessments (Titles)

Formative: Other Visual Assessments

1. Working with a partner students will create a mock-up of a movie that addresses a social issue of their choosing, including a story board of the movie.
2. Film-Based seminars on topics related to various genres
3. Debate the appropriateness

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Written Performance

Interdisciplinary Connections

of creating movies based on wars that are currently going on.
4. Using New York Times articles and *Inside Job*, write an opinion essay on the impact of greed on American society and culture.

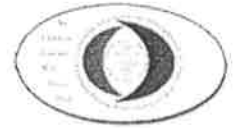**Contemporary Issue in Film Analysis**
Summative: Other oral assessments

Research a current event that is important to the student and discuss the issue and how it is portrayed in a movie. Students will explore if the movie did the issue justice and if they felt moved to action by the portrayal on screen.

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Kaplan, Jacqueline; Kenney, Marc; Lye, Rick; Marks, Abi; Morris, Joanne; Rovello, Jim

Enduring Understanding(s)/ Generalization(s)

Films, like all art, are products of (and reactions to) the cultures in which they are created. Viewing international films not only exposes students to new ideas and culture, but can also introduce them to the rich variety of cultural storytelling.

Essential Question(s)

How does culture affect filmmaking?

Guiding Questions

Factual, Conceptual, Provocative

- How is youth culture represented in film?
- How do films convey social issues?
- Do different cultures have unique tropes in their films?

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

Writing

Objective(s)

<u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>

<u>Reading</u>

- Students will compare and contrast cinematic tropes from a variety of cultures.

- Students will appraise how youth are valued through the cinema of different cultures.

<u>Writing</u>

- Students will compose a variety of pieces of informal literary analysis.

- Students will research a selection of films from a culture of their choice and create a presentation for the class, in which they may explore the common tropes, filmmaking styles, and social mores of that culture.

L3

Text Types and Purposes

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

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Content/Topics
Critical content that students must KNOW

- Different cultures approach the topic of youth differently.
- Cultural influences and biases affect filmmaking styles.
- While films within a culture may be different, they share common elements.

Skills
Transferable skills that students must be able to DO

- Identify and ask significant questions that clarify various points of view and lead to better solutions.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Synthesize and make connections between information and arguments.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
- Use digital technologies as a tool to access, research, organize, and apply information efficiently and effectively.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
- Responds open-mindedly to different ideas and values.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Embraces and respects all identities and cultures.
Instructional Strategies
- Discussion(s) and activities about cultural stereotypes
- Take notes on the ways in which characters act "American" or "foreign."
- Film-based seminars with teacher- and student- created guiding questions.
- Comparison of reviews by American critics and critics in the film's home country.
- Activities and discussions in which students compare and contrast two or more of the films from different cultures.
- Introduce and alert students to the presence of various social mores in the films of different cultures.

Core Learning Activities

Resources
Professional & Student

Professional Resources

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Film society of Lincoln Center – www.filmlinc.com

IMDb.com

Rotten Tomatoes – www.rottentomatoes.com

Student Resources

Run Lola Run

Breakfast Club

Slumdog Millionaire

Spirited Away

Pan's Labyrinth

City of God

Mean Girls

Crouching Tiger, Hidden Dragon

Assessments (Titles)

Formative: Other written assessments

- Informal, short-answer analytical writing
- Class discussion
- Small group discussion
- Notetaking

Summative: Group Project

- Group research project on films from one culture
- Literary analysis of film(s)

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

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Newtown Public Schools District Report

Comprehensive School Climate Inventory (CSCI) Measuring the Climate for Learning

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

- The school climate sets the tone for all the learning and teaching done in the school environment, and is predictive of students' ability to learn and develop in healthy ways.

- All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

Measuring school climate: the CSCI

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.

- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, school personnel, and parents) feel about the school environment.

Who developed the CSCI?

- The CSCI was developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools. NSCC's mission is to help schools integrate crucial social, emotional, and ethical learning with academic instruction to enhance student performance, prevent dropouts, reduce violence, and develop healthy and positively engaged adults.

Introduction

The 12 Dimensions of School Climate Measured

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

This report is intended to provide overall school climate trends for the Newtown Public Schools District. This data covers seven schools: Hawley Elementary School, Head O' Meadow Elementary School, Middle Gate Elementary School, Sandy Hook Elementary School, Reed Intermediate, Newtown Middle School, and Newtown High School. Please refer to the individual school reports for more in-depth information on particular school-level trends and areas of strength and need.

This report will analyze district trends among student, staff and parent populations on the elementary, middle and high school levels. It is organized around the following sections: (1) differences among the three populations by school level; (2) differences within each population; (3) breakdown of relative rankings; (4) concluding thoughts and questions.

The purpose of this report is to identify the meaningful trends across the district. Incomplete or inadequate data due to population size have been omitted. This includes district-wide charts on activity participation, since participation rates vary widely among different schools. In order to protect anonymity, we only share out sub-group information when the sub-group contains 10 or more constituents.

District-wide Response Rates

The chart on the next page shows the response rates for each population by school. The survey responses are most valuable when they capture the perceptions of all school community members. Where response rates are particularly low, it is important to note that the voice represented may be skewed or reflect a particular subset of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions for next steps. For schools where the response rates are low, it will be important to review the demographic profile of the respondents in the individual school report, and compare that to your school's profile. Please keep in mind that even where response rates are low, the overall findings can be used to engage the community in collaborative efforts for school climate improvement. Additionally, future survey efforts can include specific plans to reach out to groups that appear to have been under-represented here.

The ideal thresholds for response rates are:

- Aim for as close to 100% completion as possible from student body and total staff. (Goal should not be lower than 85%.)

- Aim for at least 40% for parents. (Goal should not be lower than 30%.)

District Climate Overview

School	Student Response #/Total (%)	Staff Response #/Total (%)	Parent Response #/Total (%)
Hawley School	142*/149 (95.30%)	57*/69 (82.61%)	161*/270 (59.63%)
Head O Meadow Elementary School	132*/140 (94.29%)	62*/78 (79.49%)	97*/246 (39.43%)
Middle Gate Elementary School	158*/176 (89.77%)	55*/80 (68.75%)	89*/296 (30.07%)
Newtown High School	1325*/1710 (77.49%)	179*/246 (72.76%)	172*/1433 (12.00%)
Newtown Middle School	660*/830 (79.52%)	63*/129 (48.84%)	151*/779 (19.38%)
Reed Intermediate School	693*/737 (94.03%)	107*/129 (82.95%)	230*/746 (30.83%)
Sandy Hook Elementary School	148*/161 (91.93%)	78*/90 (86.67%)	191*/280 (68.21%)

*Figures received from school to represent potential number of respondents.

Differences between School Levels

The following three charts show the differences among the elementary, middle and high school populations, for students, staff and parents. All schools follow a similar pattern, displaying common areas of high strength and/or need across the district. As you will see in the chart at right, elementary students have slightly higher perceptions than students in the middle school and high school. Head O' Meadow Elementary School students report higher scores for Support for Learning and Social Support-Students. Across all schools, Safety - Rules and Norms, Respect for Diversity are the two biggest overall strengths. Social-Emotional Security is also the greatest area of need across the district. Support for Learning and Social and Civic Learning represent the greatest areas of challenge for Newtown High School and Newtown Middle School. The greatest variability between school levels/buildings exists at Social and Civic Learning. This is a downward trend found among many schools, as the explicit emphasis on these skills begins to take a backseat to development changes and an emphasis on testing and grades.

Student Climate Scores by School
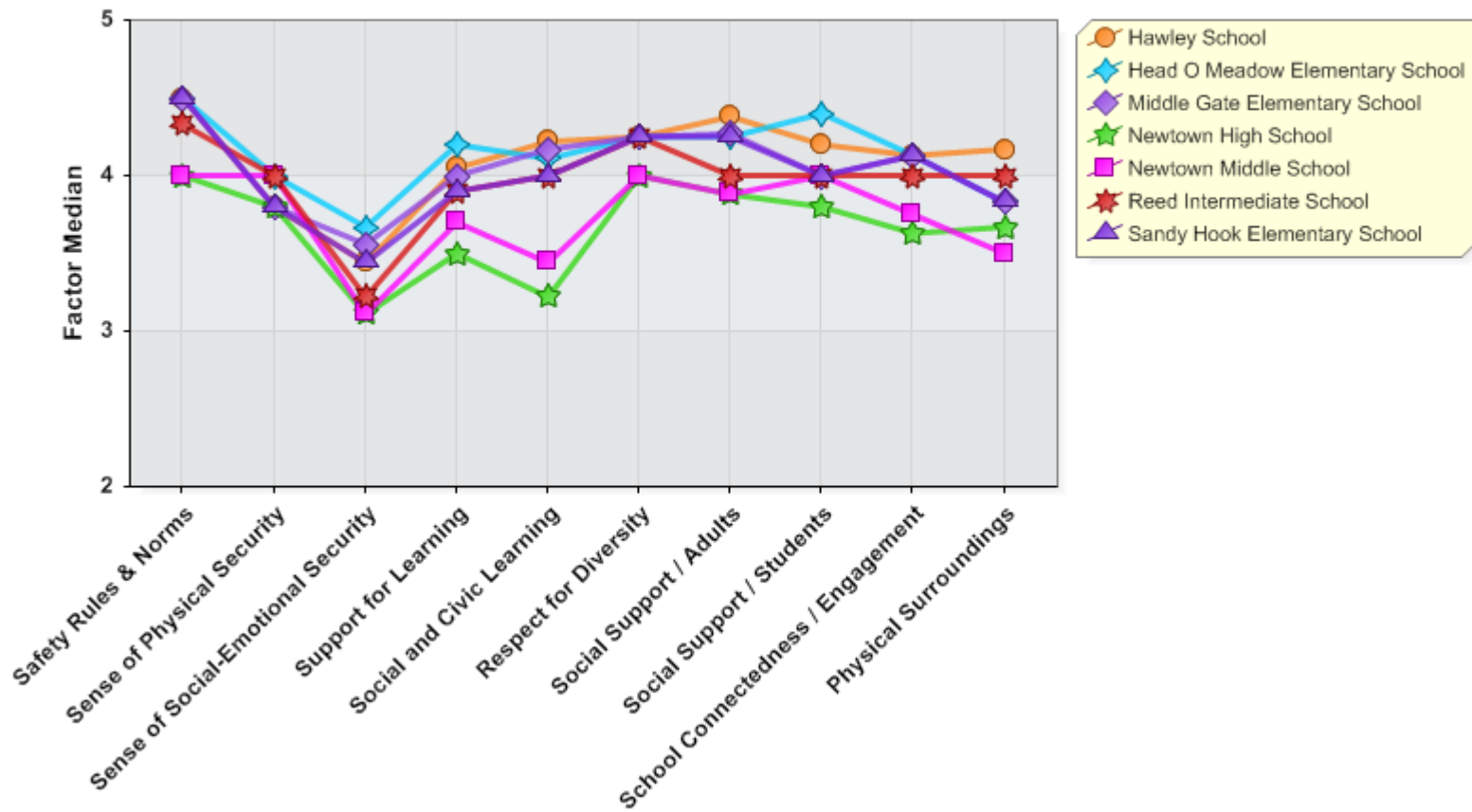
Staff perceptions are clearly more positive across multiple dimensions than the perceptions of students and parents. Hawley staff members tend to have slightly higher ratings, but ratings for all schools levels intersect the most when considering Social Support-Students.

Professional Relationships appear to be a positive for all. From this, staff members feel a collaborative and supportive work environment is encouraged. Leadership represents a more inconsistent picture. It is the lowest at Sandy Hook Elementary, Newtown High School, and Head O' Meadow Elementary School. At the middle and high school level, staff at Newtown Middle School and Newtown High School have very similar perceptions concerning Sense of Social-Emotional Security. Newtown High School also represents the lowest scores for Safety Rules and Norms, Support for Learning, Social and Civic Learning, Respect for Diversity, Social Support-Adults, and Professional Relationships.

Faculty Climate Scores by School
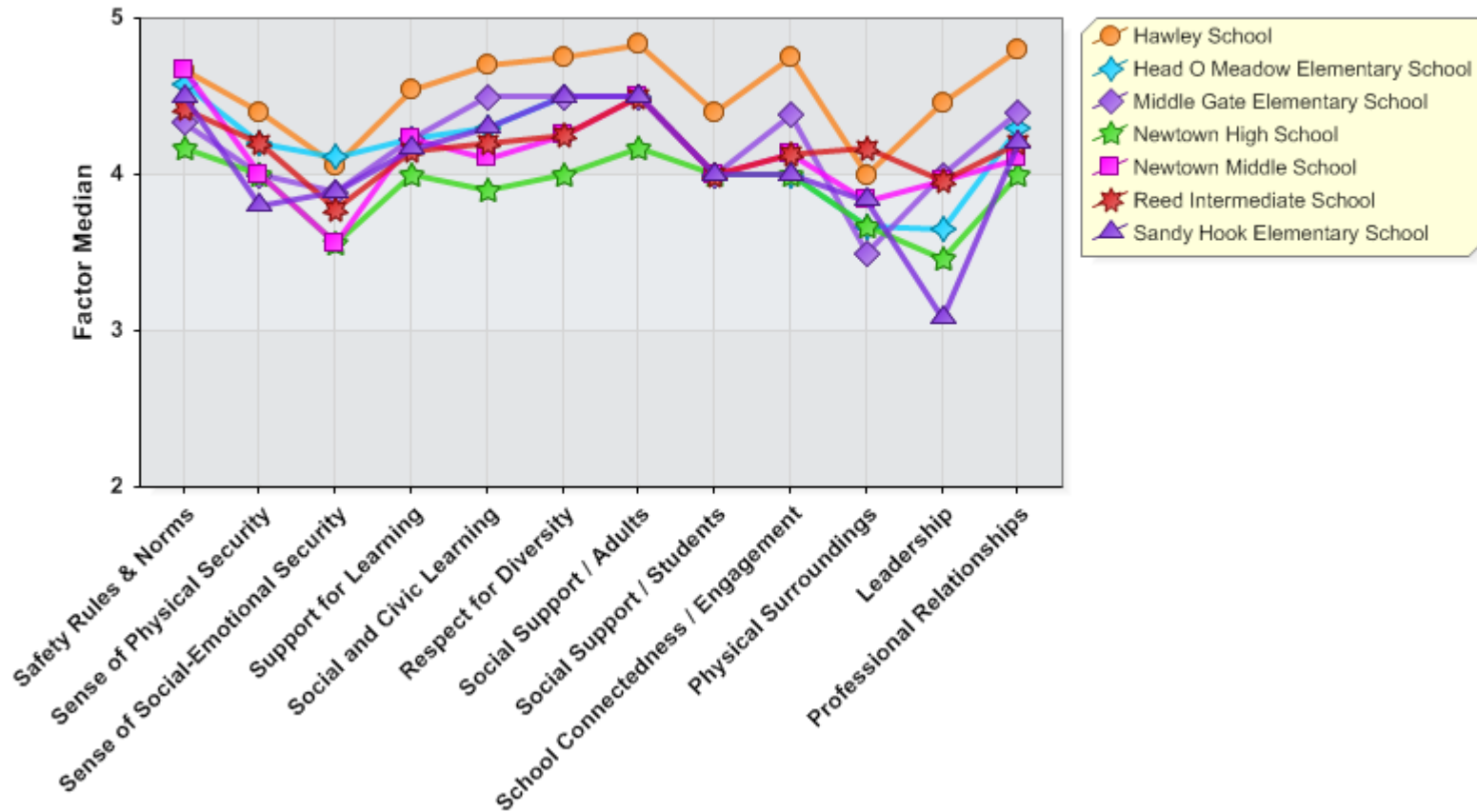
For thoughtful analysis, 30-40% response rate is recommended for parents. This range was reached for a majority of the schools with the exceptions of Newtown Middle School (20%) and Newtown High School (12%). Typically, parent engagement levels drop as students progress from elementary to middle and high school. The highest response rate at the elementary school level belongs to Sandy Hook Elementary-68%.

Newtown Middle School and Newtown High School parents have the lowest score for the challenging area of Sense of Social Emotional Security. The highest score for Social-Emotional Security is shared by Head O' Meadow, Hawley, Sandy Hook, and Reed Intermediate. Support for Learning and Social and Civic Learning also represents variability between building levels for parents. Similar to student perceptions, the elementary schools reach higher scores. Also, similar to students, Social Support-Adults and Social Support-Students is a great strength at any building level.

Parent Climate Scores by School
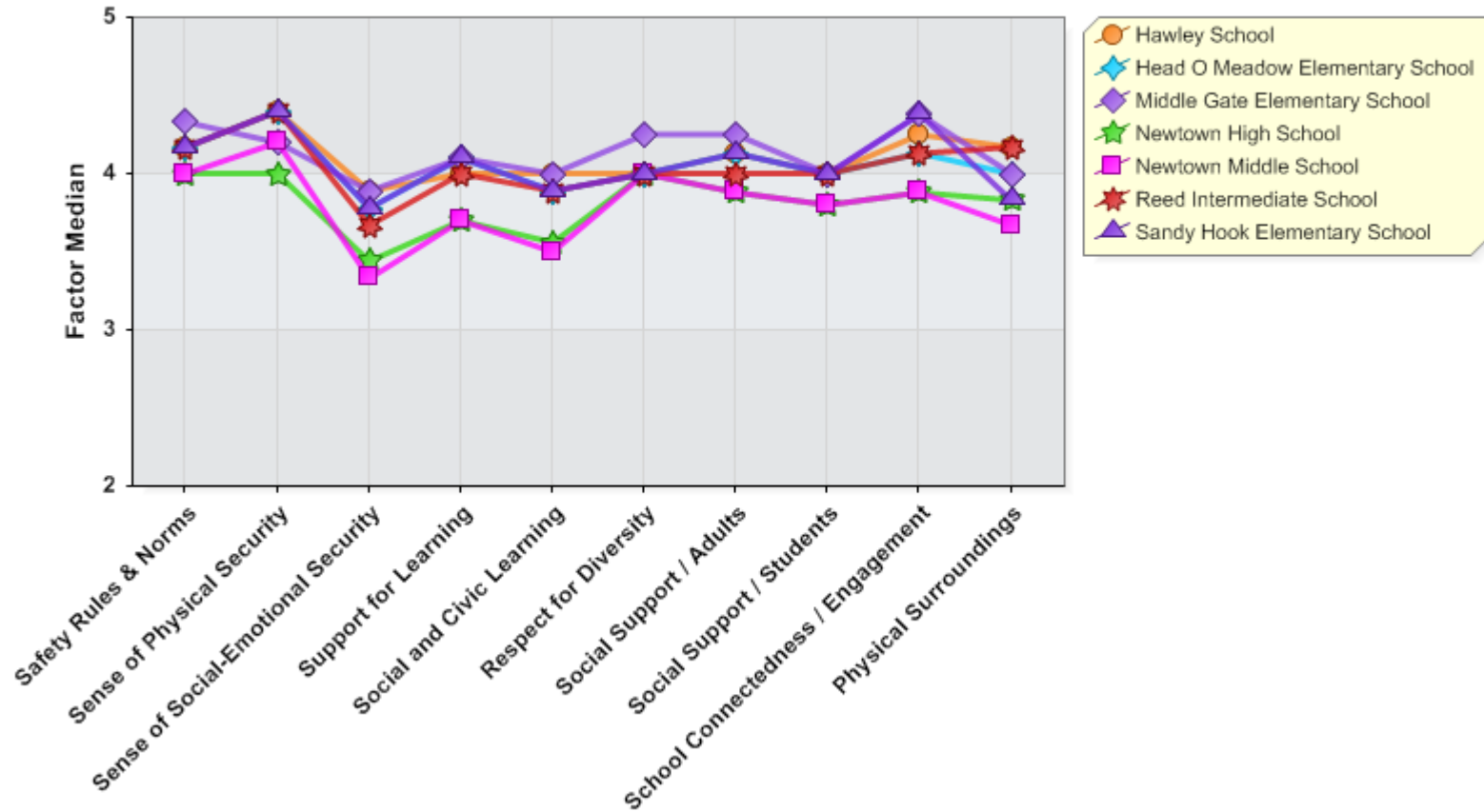
Overall

Students, staff and parents follow a similar trend. Overall, staff members are more positive than parents and students with the exceptions of Sense of Physical Security Social Support-Students and Physical Surroundings. Sense of Social-Emotional Security and Social and Civic Learning represents the largest degree of difference between staff and students. Students and parents are most connected when considering Support for Learning, Social and Civic Learning, and Social Support-Adults. Staff and students are also slightly more optimistic when considering Safety Rules & Norms. Surprisingly, parents are more optimistic about Sense of Physical Security but are sharing the less positive rating for Sense of Social-Emotional Security with students.

Climate Scores by Population
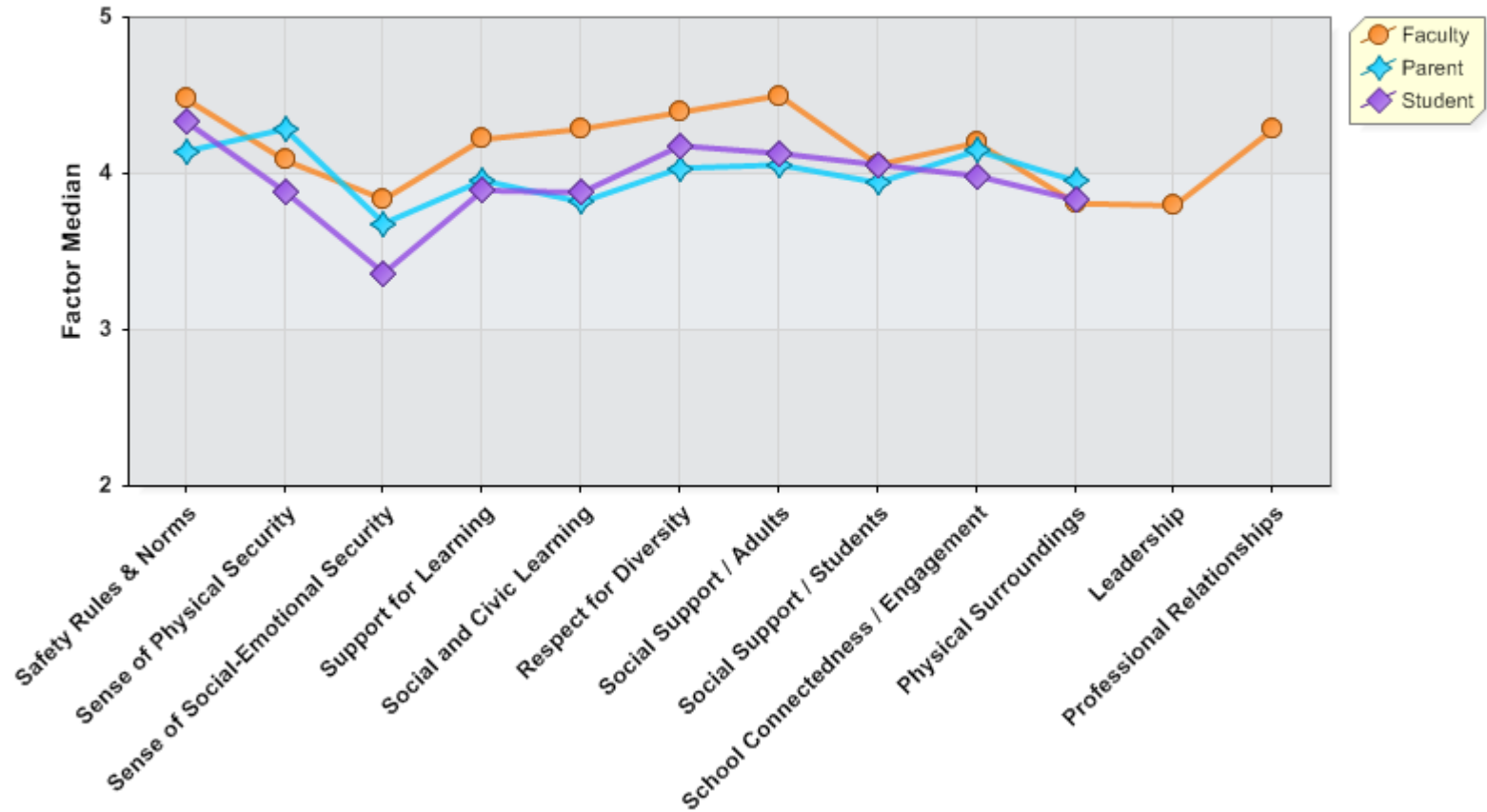
Students

The chart at right illustrates the aggregate median scores for students across all schools by gender. Gender differences between male and female students are slight. Females have higher ratings in the areas of Social Support-Adults and Physical Surroundings. Males have higher ratings in the area of School Connectedness/Engagement. There were no gender differences for Safety Rules and Norms, Sense of Physical Security, Social-Emotional Security, Support for Learning, Social and Civic Learning, Respect for Diversity, and Social Support-Students.

Student Climate Scores by Gender
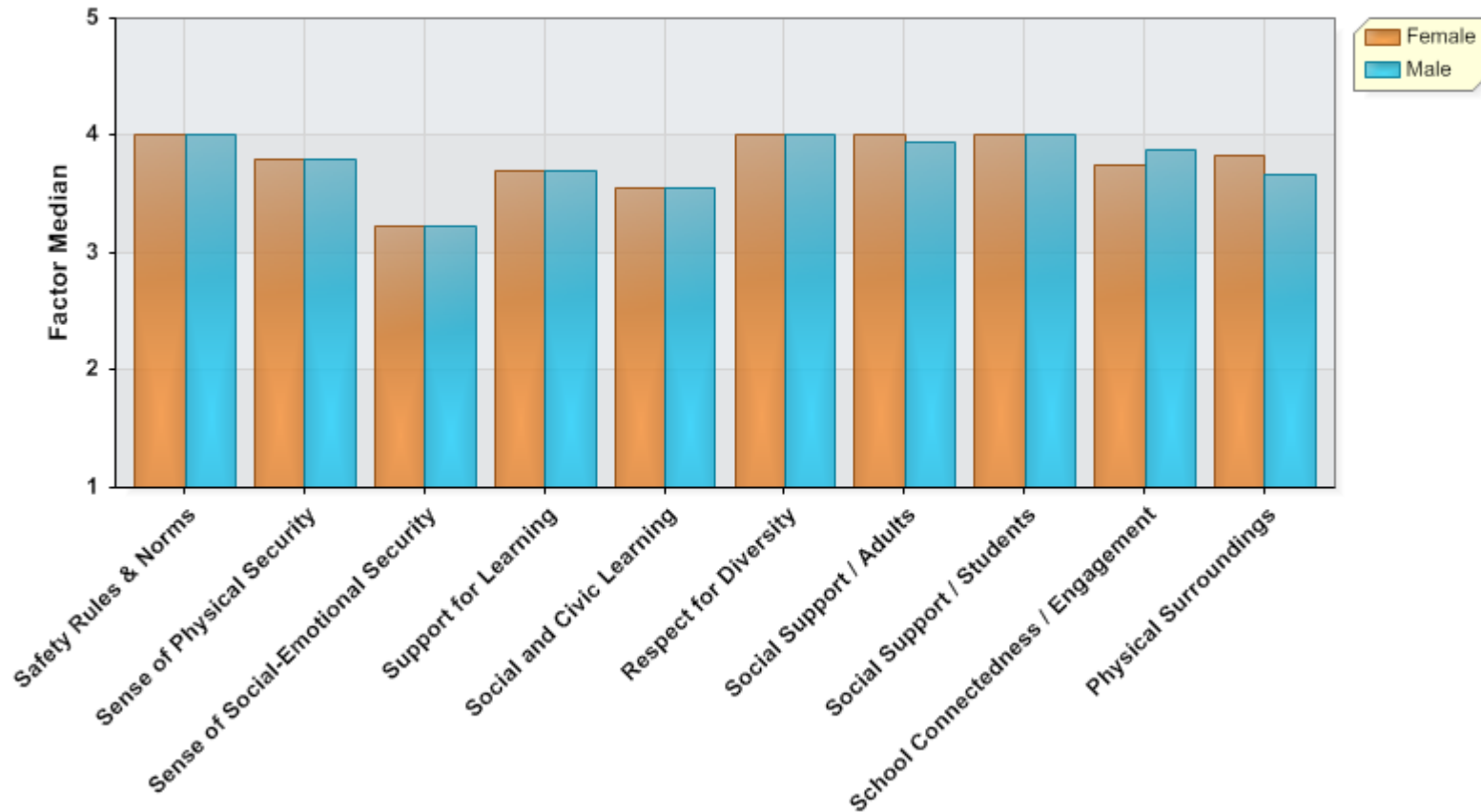
The chart at right illustrates the aggregate median scores for students across all schools by grade. For the most part, students' perceptions follow a typical pattern of decreasing from positive to neutral scores as they move from grade to grade.

Safety Rules and Norms is highest at the elementary school level. Social Emotional Security (SES) represents the lowest dimension across all grade levels. The lowest score is held by 9th grade Newtown High School students (3.0). Although still below the ideal rating, progress is reported as students transition from 9th-10th grade. Social and Civic Learning also experiences a sharp decline from the 6th to the 7th grade. This decline is likely attributable to developmental changes and the greater focus on academics and competition in higher grades. Sense of Physical Security also fluctuates. 7th grade shows the highest score with an increase from the 6th grade level. This dimension declines from the 7th-9th grade and then shows an increase from the 9th-11th grade. Social Support-Adults remains positive throughout the high school years with identical factor median scores from the 10-12th grade. This area is encouraging, as students will hopefully take the guidance and support received from staff to cope with the independent college or workforce lives they will soon face.

Student Climate Scores by Grade
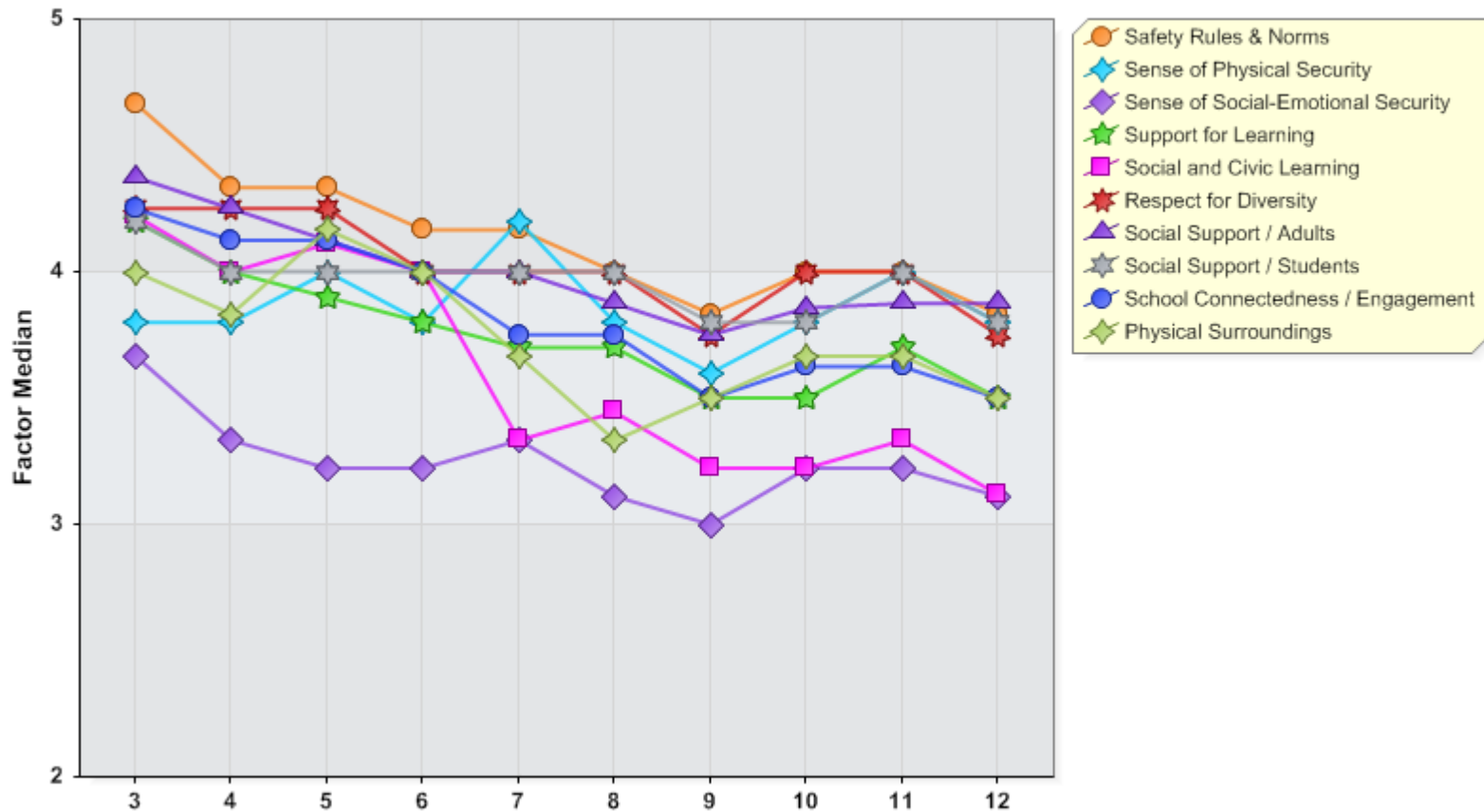
The chart at right illustrates the aggregate median scores for students across all schools by ethnicity. Overall, the highest rated dimension is Safety Rules and Norms and the lowest dimension is Sense of Social-Emotional Security. All ethnic groups exhibit similar patterns, though Black/African American reported slightly lower score across various dimensions, including Social and Civic Learning and Social Support-Students. Most agreement exists around Respect for Diversity.

A closer look at the demographic profile of students in individual schools will report how students identify and where the gap in perception may exist for students in the elementary, middle and high school grades.

Student Climate Scores by Race/Ethnicity
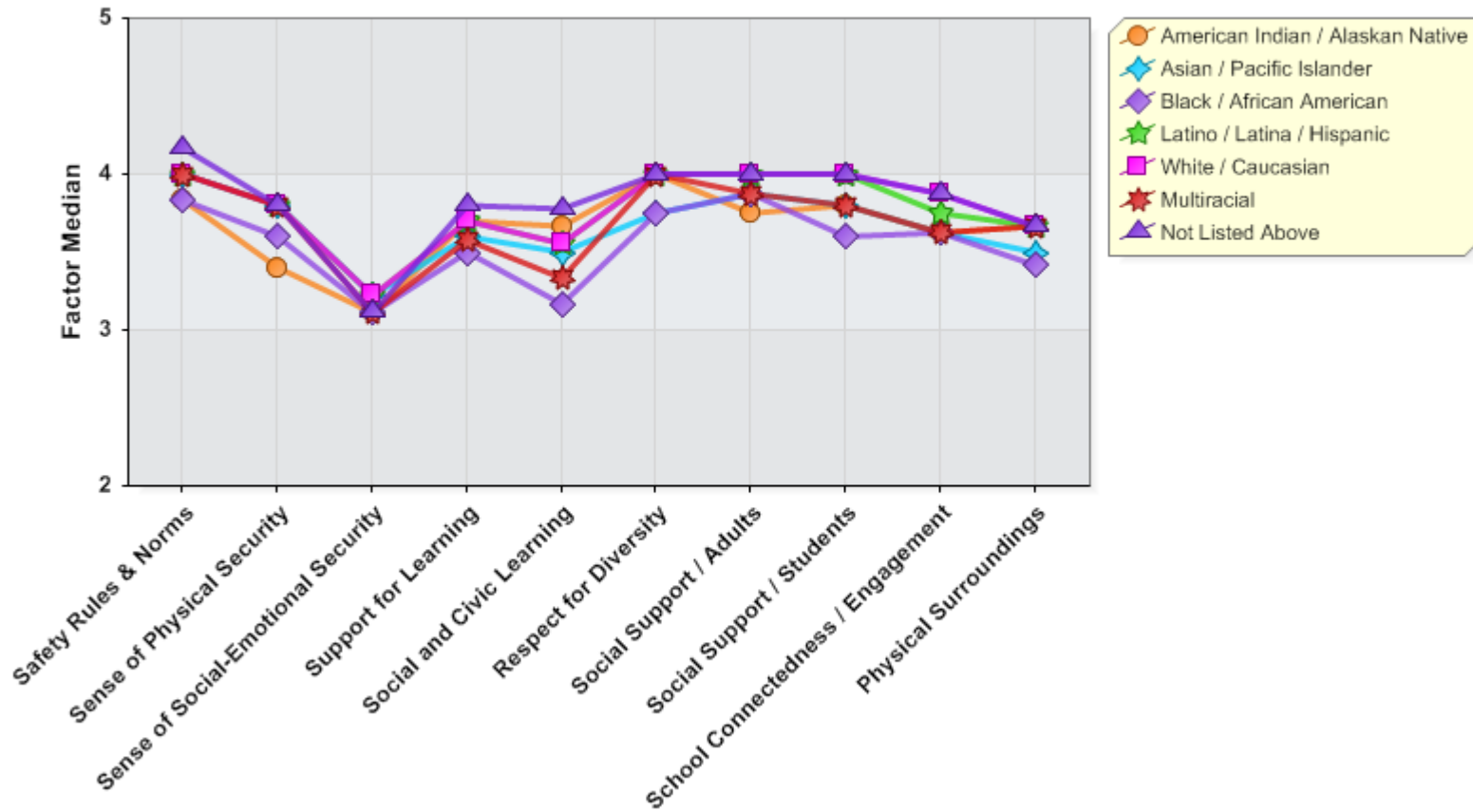
While staff exhibit consistent patterns regardless of the length of their tenure at the school, there are systematic differences. First year teachers are more positive in the areas of Sense of Physical Security, Sense of Social-Emotional Security, Social and Civic Learning, Respect for Diversity, Social Support-Adults, Physical Surroundings and Leadership. Staff in the 6 to 10 years range have a lower regard for Social Support-Adults, Physical Surroundings, Leadership, and Professional Relationships than other year levels. Safety Rules and Norms and Social Support-Adults represent the highest dimensions across all staff years. Also notable is that all staff are positive about Professional Relationships with ratings clearly at 4.0 or above.

Staff Climate Scores by Years at the School
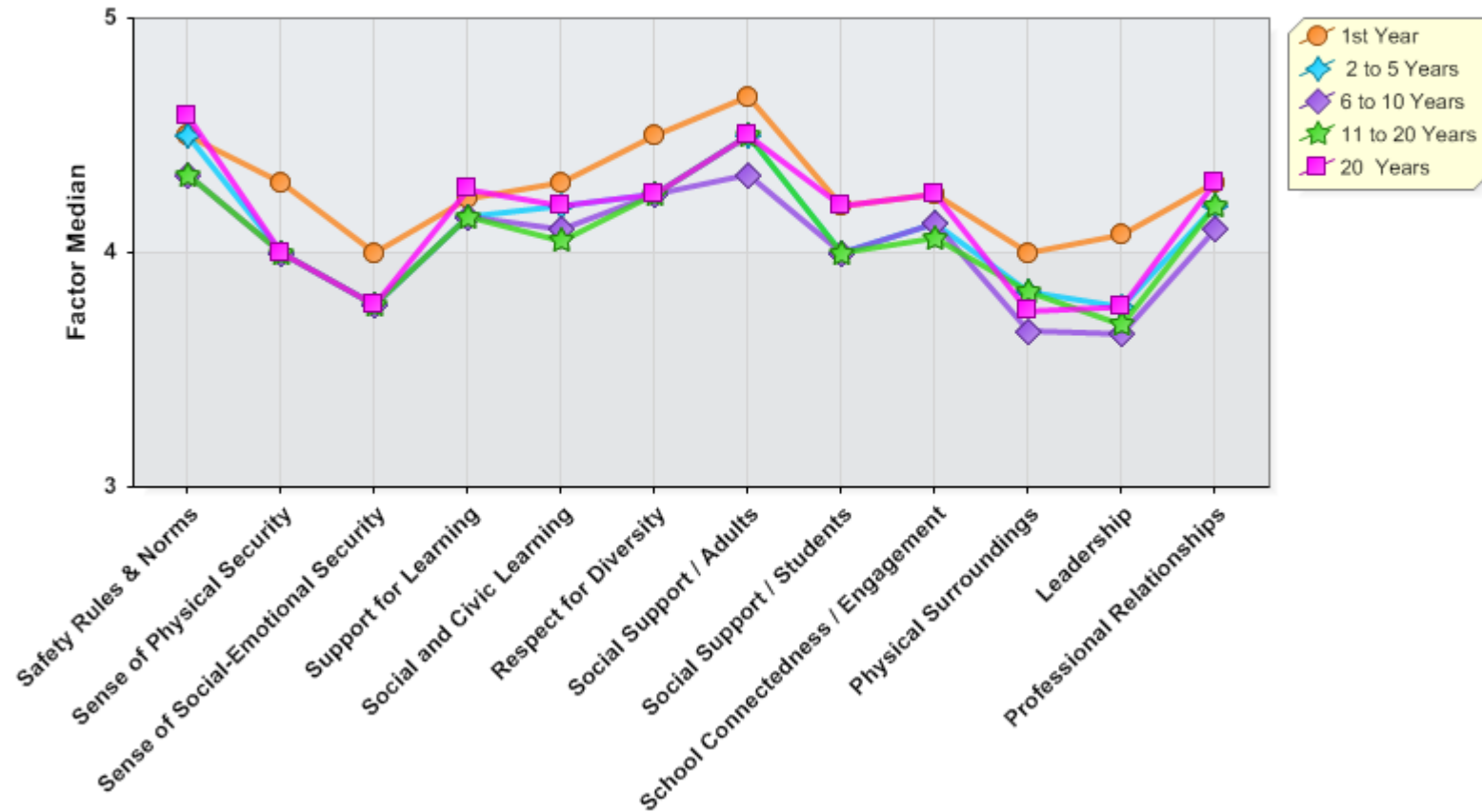
This chart shows the relative dimension rankings for the three populations among Newtown schools. The highest rated area for students is Safety-Rules and Norms. This signifies that the school community believes there are clearly communicated rules about violence, verbal abuse, harassment and teasing, as well as consistent enforcement and norms for adult intervention. Social Support-Adults is the highest for staff and Sense of Physical Security is the highest for parents.

Social and Civic Learning is ranked higher among students and parents, indicating sub-group populations within each group may be contributing to this dimension leaning toward lower scores. Physical Surroundings is viewed more as a challenge for students and staff than for parents. Students rate this dimension #9, staff rank it #10 and parents rank it #7. Students are also experiencing a more positive environment considering Social Support Students. Students rank this dimension #4 while parents and staff rank this #8. While Safety-Rules and Norms is the most universal area of strength, another key facet of Safety - Sense of Social- Emotional Security - is at the bottom of the list for all populations. This means that students are concerned about verbal abuse, teasing and harassment, and staff members and parents are concerned as well.

Relative Factor Rankings by Population

Dimensions	Students	Staff	Parents
Safety Rules & Norms	1	2	3
Sense of Physical Security	7	7	1
Sense of Social-Emotional Security	10	9	10
Support for Learning	6	5	6
Social and Civic Learning	8	4	9
Respect for Diversity	2	3	5
Social Support / Adults	3	1	4
Social Support / Students	4	8	8
School Connectedness / Engagement	5	6	2
Physical Surroundings	9	10	7

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

This chart displays relative rankings of strengths and needs across students in each building. For students, the highest rated dimensions are Safety - Rules and Norms and Social Support Adults. Newtown Middle School is the exception to Social Support-Adults with a #6 ranking. Students tend to hold similar views across buildings, especially concerning key areas of strength and need.

For all schools, Sense of Social-Emotional Security and Social and Civic Learning are at the bottom of the list. Reed Intermediate and Hawley School represent the highest rankings for Social and Civic Learning-#4 at Hawley and #3 at Reed Intermediate. Sense of Physical Security also shows more of a challenge to most schools with overall low rankings. Newtown Middle School is the exception with a #1 ranking.

Relative Factor Rankings by Student

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings
Hawley School	1	9	10	8	4	3	2	5	7	6
Head O Meadow Elementary School	1	8	10	5	7	3	3	2	6	9
Middle Gate Elementary School	1	9	10	6	4	3	2	6	5	8
Newtown High School	1	4	10	8	9	1	3	4	7	6
Newtown Middle School	1	1	10	7	9	1	5	1	6	8
Reed Intermediate School	1	3	10	9	3	2	3	3	3	3
Sandy Hook Elementary School	1	9	10	7	5	2	2	5	4	8

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

For staff, the highest rated dimension is Social Support - Adults. It is clear that the adults care about their students and have high expectations and strong personal concern for their wellbeing — and this perceived strongly by all staff members. The lowest rated dimensions are Social Emotional Security, Leadership, and Physical Surroundings.

Relative Factor Rankings by Faculty

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings	Leadership	Professional Relationships
Hawley School	6	9	11	7	5	3	1	9	3	12	8	2
Head O Meadow Elementary School	1	7	8	6	4	2	2	9	9	11	12	4
Middle Gate Elementary School	6	8	11	7	1	1	1	8	5	12	8	4
Newtown High School	1	3	11	3	9	3	1	3	3	10	12	3
Newtown Middle School	1	8	12	4	6	3	2	8	5	11	10	6
Reed Intermediate School	2	4	12	8	4	3	1	10	9	7	11	4
Sandy Hook Elementary School	1	11	9	6	4	1	1	7	7	10	12	5

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

For parents, the highest rated dimension is Sense of Physical Security. Middle Gate is the exception with a #6 ranking. Parents also show more variability Social Support Adults than students and staff. The lowest rated dimension for most schools is Sense of Social-Emotional Security. As with students, Social and Civic Learning is ranked closer to the bottom.

Relative Factor Rankings by Parent

Schools / Dimensions	Safety Rules & Norms	Sense of Physical Security	Sense of Social-Emotional Security	Support for Learning	Social and Civic Learning	Respect for Diversity	Social Support / Adults	Social Support / Students	School Connectedness / Engagement	Physical Surroundings
Hawley School	3	1	10	6	6	6	5	6	2	3
Head O Meadow Elementary School	2	1	10	5	9	6	3	6	3	6
Middle Gate Elementary School	2	5	10	6	7	3	3	7	1	7
Newtown High School	1	1	10	8	9	1	4	7	4	6
Newtown Middle School	2	1	10	7	9	2	4	6	4	8
Reed Intermediate School	2	1	10	5	9	5	5	5	4	2
Sandy Hook Elementary School	3	1	10	5	8	6	4	6	2	9

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."

This district analysis highlights several trends throughout the Newtown Public Schools District. Following is a summary by major areas:

Safety:

- Rules and Norms are consistently rated very high across all populations and all school levels. The ability to develop well communicated and well understood rules and norms about physical violence, verbal abuse and harassment is a foundational strength to be leveraged.

- Social-Emotional Safety is the universal area of need across all populations district-wide. Across the board, parents rate this higher than students and lower or equal to staff. Research has shown that cultivating upstanders is a powerful way to drastically reduce bullying and harassment in a visible, high-impact and long-term way. This will be a useful opportunity for improvement that the district can explore.

Questions for further consideration:

o Are the rules and guidelines in Newtown district consistent for both Physical and Social-Emotional safety? Are there practices and policies that have been instituted to ensure physical safety that can be usefully adapted for social-emotional safety? How can the rules be modified to more explicitly target verbal harassment and bullying?

o Are there specific sub-groups within the schools who feel particularly negative compared to others in regard to Social-Emotional Safety? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?

o How can the success of "upstander behavior" be harnessed and cultivated?

Teaching & Learning:

- Typically, these dimensions are consistently high among students and staff at the elementary schools. Newtown is reflecting a common perception when digging deeper into the sub-group grade level information. The difference in findings is typical as staff members are the ones teaching the skills. These dimensions are often more explicit to staff than they are to students, especially in the higher grades as social and civic learning becomes a more implicit aspect of the curricula.

- Throughout the district, parents have the highest scores at the elementary schools. This means they feel like their children are getting varied opportunities to demonstrate their skills, are supported for independent thinking, receive academic challenge and support and individual attention.

Questions for further consideration:

o Is there consistency in the mission and structure of the school at the classroom level vs. the school level? Is there consistency across campuses that support a smooth transition for students? When you dig deeper into school reports, do you see how this impacts schools, grades and sub-groups?

o What are the goals for Social and Civic Learning across the district? In what specific ways are students experiencing Social and Civic Learning and Support for Learning differently from teachers?

o How is Social and Civic Learning incorporated into the curriculum at Newtown elementary schools? How can this be modified to also extend to the middle school?

o Is there a potential disconnect between implicit vs. explicit teaching? How can Social and Civic Learning concepts be conveyed in a way that resonates with students and parents as much as it does with staff members?

Interpersonal Relationships:

- Social Support - Adults is consistently rated very high across student and staff populations. This is a foundational attribute and a strength that can be leveraged.

Questions for further consideration:

o How is Respect for Diversity underscored & reflected in adult-to-adult; student-to- student; and adult-to-student relationships within the school?

o Why are some student groups and grades rating Respect for Diversity higher than others? What can be done to boost respect among groups with lower ratings?

o How can a strong sense of Social Support among students be extended to create a stronger sense of community and respect? How does the school engage parents and what efforts would enhance this relationship?

Institutional Environment:

- Student ratings for the School Connectedness/Engagement are very positive in elementary schools, and then ratings slightly decline, as is the tendency for all ratings to decline as students advance.

Questions for further discussion:

o How can a strong sense of School Connectedness/Engagement among parents be extended to create an even stronger sense of community among students and staff? How does the school engage parents and what efforts would enhance this relationship?

Staff Only Dimensions:

- Professional Relationships is consistently rated positive in the district. This is a foundational strength to leverage for improvement in linked areas, such as Social and Civic Learning.

- Staff members reflect varying perceptions of the Leadership dimension, and it may be useful to review the individual reports for more details on how this is reflected at the school-level.

	Activity	Responsibility	Date	Day	Meeting Type
	ADMINISTRATION				
1.	Commencement of Budget Process Calendar & Materials Distributed	Supt & Director of Business	09/18/15	Fri	Senior Leadership Team
2.	Discussion and Expectations / Goals of Budget Process	Superintendent	10/02/15	Fri	Senior Leadership Team
3.	Submission of Technology & Bldg & Grounds Requests	Dir's of Tech / Facilities	10/30/15	Fri	CO Internal
4.	Submission of **All** Budget Requests	Principals / Directors	11/06/15	Fri	Senior Leadership Team
5.	Submission of Salaries	Accountant & Personnel	11/12/15	Tue	CO Internal
6.	Preliminary Update and Discussion of Budget in Progress	Superintendent	11/20/15	Fri	Senior Leadership Team
7.	Individual Administrative Budget Meetings	Superintendent	12/1-12/10	Tue-Thur	Cost Center Leaders
8.	Distribute Superintendent's Proposed Budget	Superintendent	12/23/15	Wed	CO Internal
	BOARD OF EDUCATION				
9.	**Superintendent's Overview** of Proposed Budget to BOE, *Elem & Reed*	Superintendent	01/05/16	Tue	Regular BOE Mtg
10.	Budget Workshop - *Middle, High Schools, Special Ed, Pupil Pers & Health*	Board of Ed	01/07/16	Thurs	Workshop Mtg
11.	Budget Workshop - *Curriculum, Technology & General Services* *- Continuing Ed, Benefits, Plant & Transportation*	Board of Ed	01/12/16	Tue	Workshop Mtg
12.	Budget Workshop - *Public Hearing & Discussion*	Board of Ed	02/02/16	Tue	PH & Regular BOE Mtg
13.	Budget Workshop - **Adoption of Budget**	Board of Ed	02/04/16	Thurs	Workshop Mtg
14.	BOE Budget Submitted to Financial Director *(Feb 14th submission deadline per Town Charter)*	Director of Business	02/12/16	Fri	Finance Internal *(Delivery)*
	BOARD OF FINANCE				
15.	Budget Proposals Published in Newspaper *(At least 5 days prior to Public Hearing per Town Charter)*	Finance Director	02/12/16	Fri	(Newspaper)
	Schools Closed - Winter Recess	*2/15/16 thru 2/16/16*		*Mon - Tue*	
16.	Board of Finance Public Budget Hearing for the Town *(Not later than the first Wednesday in March, per Town Charter)*	Board of Finance	*TBD*	Thurs	Public Hearing
17.	Board of Finance - Budget Review with Board of Ed	Board of Finance	*TBD*	Thur	Finance Board
18.	Board of Finance recommends Budget to Legislative Council *(Not later than March 14th, per Town Charter) (BOF Vote)*	Board of Finance	*TBD*	Wed	Finance Board
19.	Budget Proposals Published in Newspaper *(At least 5 days prior to Public Hearing per Town Charter)*	Finance Director	*TBD*	Fri	(Newspaper)
	LEGISLATIVE COUNCIL				
20.	L.C. Education Sub-committee deliberations	Legislative Council	*TBD*		L.C. Sub-committee
21.	Legislative Council Public Budget Hearing for the Town *(Not later than last Wednesday in March, per Town Charter) (Will include BOF presentation to LC)*	Legislative Council	*TBD*	Wed	Public Hearing
22.	Legislative Council Budget Meeting	Legislative Council Discussion	*TBD*		Legislative Council
23.	Legislative Council adopts a Town Budget *(Not later than the 2nd Wednesday in April, per Town Charter)*	Legislative Council	*TBD*	Wed	Legislative Council
	Schools Closed - Spring Recess	*4/11/16 thru 4/15/16*		*Mon - Fri*	
24.	LC Budget Proposal Published in Newspaper *(At least 5 days prior to Annual Budget Referendum per Town Charter)*	Finance Director	04/15/16	Fri	(Newspaper)
25.	Town Budget Referendum *(4th Tuesday in April per Town Charter)*	Town Charter	04/26/16	Tue	Referendum Vote

NOTE: Activities from 16. - 23. are subject to change at the discretion of the respective Board.

TBD = To Be Determined as they move along in the process

DRAFT

NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
AUGUST 31, 2015

SUMMARY

Information available for the second financial report in fiscal year 2015-16 continues to be limited at this time. This is generally the case as anticipated obligations are not indicated and would end up being the budgeted numbers until the account-by-account analysis progresses. Any event that would negatively impact our budget as the school year begins will be addressed and brought forward immediately. Routine account analyses begin as time allows throughout the year. The main object accounts are all in a positive position.

This report includes the budget adjustments which the Board acted on at the September 1st meeting. The approved budget column will remain as it is now going forward.

During the month of August, the Board of Education spent approximately $3.4M; $1.9M on Salaries and $1.5M for all other objects. This report includes the first teacher payroll which occurred on August 28th . A good portion of the certified salaries are encumbered at this time but there is more to do. Para Educators will start to hit the books during September.

 Three significant emergency repairs took place over the summer. 1) HOM – a water leak between the well and the school which involved extensive excavation, electrical repairs, and blacktop replacement $41,000; 2) NHS – three cracked boiler sections were replaced at a cost of $8,484; 3) NMS – boiler piping repairs costing $11,873. All these project needs were identified in May and June but couldn't be encumbered against last year due to a lack of available funds.

The budget is extremely lean and will be monitored closely with important issues identified as quickly as we become aware of them.

Ron Bienkowski
Director of Business
September 8, 2015

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.

- Expense Category – further defines the type of expense by Object Code

- Expended 2014-15 – unaudited expenditures from the prior fiscal year (for comparison purposes)

- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.

- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.

- Current Transfers – identifies the recommended cross object codes for current month action.

- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.

- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.

- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.

- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.

- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall

budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.

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

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

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

Magnet Transportation Grant – provides reimbursement of $1,300 for local students attending approved Magnet school programs. The budgeted grant is $62,400 for this year.

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

- High school fees for three identified programs with the highest amount of fees anticipated from the high school sports participation fees, and
- Miscellaneous fees.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - AUGUST 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
	GENERAL FUND BUDGET								
100	**SALARIES**	$ 44,815,249	$ 45,087,071	$ 45,087,071	$ 2,662,472	$ 37,988,413	$ 4,436,186	$ (64,836)	$ 4,501,022
200	**EMPLOYEE BENEFITS**	$ 11,114,368	$ 10,705,454	$ 10,705,454	$ 2,862,046	$ 6,401,308	$ 1,442,100	$ -	$ 1,442,100
300	**PROFESSIONAL SERVICES**	$ 907,519	$ 788,173	$ 788,173	$ 68,856	$ 162,818	$ 556,499	$ (62,274)	$ 618,773
400	**PURCHASED PROPERTY SERV.**	$ 2,148,955	$ 2,133,580	$ 2,133,580	$ 275,205	$ 679,423	$ 1,178,952	$ -	$ 1,178,952
500	**OTHER PURCHASED SERVICES**	$ 7,314,702	$ 7,625,933	$ 7,625,933	$ 933,342	$ 3,135,265	$ 3,557,326	$ (1,319,397)	$ 4,876,723
600	**SUPPLIES**	$ 4,431,039	$ 4,391,767	$ 4,391,767	$ 446,998	$ 304,576	$ 3,640,193	$ -	$ 3,640,193
700	**PROPERTY**	$ 532,858	$ 786,012	$ 786,012	$ 440,821	$ 52,623	$ 292,568	$ -	$ 292,568
800	**MISCELLANEOUS**	$ 67,705	$ 69,956	$ 69,956	$ 42,021	$ 1,089	$ 26,846	$ -	$ 26,846
	TOTAL GENERAL FUND BUDGET	$ 71,332,395	$ 71,587,946	$ 71,587,946	$ 7,731,760	$ 48,725,516	$ 15,130,670	$ (1,446,507)	$ 16,577,177
900	**TRANSFER NON-LAPSING**	$ 12,909							
	GRAND TOTAL	$ 71,345,304	$ 71,587,946	$ 71,587,946	$ 7,731,760	$ 48,725,516	$ 15,130,670	$ (1,446,507)	$ 16,577,177

(Unaudited)

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9/3/2015

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	**SALARIES**								
	Administrative Salaries	$ 3,006,639	$ 3,171,452	$ 3,171,452	$ 442,592	$ 2,724,057	$ 4,804	$ -	$ 4,804
	Teachers & Specialists Salaries	$ 30,187,768	$ 29,940,913	$ 29,940,913	$ 1,210,968	$ 28,752,755	$ (22,810)	$ (19,368)	$ (3,442)
	Early Retirement	$ 32,000	$ 84,500	$ 84,500	$ 52,500	$ -	$ 32,000	$ -	$ 32,000
	Continuing Ed./Summer School	$ 89,828	$ 93,673	$ 93,673	$ 44,853	$ 38,302	$ 10,518	$ -	$ 10,518
	Homebound & Tutors Salaries	$ 372,132	$ 326,936	$ 326,936	$ 17,578	$ 3,111	$ 306,247	$ -	$ 306,247
	Certified Substitutes	$ 534,674	$ 594,875	$ 594,875	$ -	$ 154,095	$ 440,780	$ -	$ 440,780
	Coaching/Activities	$ 525,627	$ 543,480	$ 543,480	$ -	$ -	$ 543,480	$ -	$ 543,480
	Staff & Program Development	$ 204,214	$ 205,000	$ 205,000	$ 59,727	$ 6,860	$ 138,414	$ -	$ 138,414
	CERTIFIED SALARIES	$ 34,952,882	$ 34,960,829	$ 34,960,829	$ 1,828,217	$ 31,679,180	$ 1,453,432	$ (19,368)	$ 1,472,800
	Supervisors/Technology Salaries	$ 638,531	$ 756,854	$ 756,854	$ 99,142	$ 624,665	$ 33,047	$ -	$ 33,047
	Clerical & Secretarial salaries	$ 2,000,375	$ 2,036,645	$ 2,036,645	$ 183,819	$ 1,867,798	$ (14,973)	$ -	$ (14,973)
	Educational Assistants	$ 2,094,517	$ 1,988,010	$ 1,988,010	$ 40,500	$ 12,816	$ 1,934,695	$ (7,034)	$ 1,941,729
	Nurses & Medical advisors	$ 669,915	$ 650,266	$ 650,266	$ 33,006	$ 634,283	$ (17,023)	$ (14,196)	$ (2,827)
	Custodial & Maint Salaries	$ 2,822,235	$ 2,817,500	$ 2,817,500	$ 364,361	$ 2,426,723	$ 26,416	$ -	$ 26,416
	Non Certified Salary Adjustment	$ -	$ 114,036	$ 114,036	$ -	$ -	$ 114,036	$ -	$ 114,036
	Career/Job salaries	$ 198,470	$ 230,858	$ 230,858	$ 19,511	$ 116,471	$ 94,876	$ -	$ 94,876
	Special Education Svcs Salaries	$ 864,058	$ 971,191	$ 971,191	$ 47,885	$ 550,509	$ 372,797	$ (24,238)	$ 397,035
	Attendance & Security Salaries	$ 213,578	$ 235,265	$ 235,265	$ 18,049	$ 75,969	$ 141,247	$ -	$ 141,247
	Extra Work - Non-Cert	$ 92,025	$ 76,254	$ 76,254	$ 22,315	$ -	$ 53,939	$ -	$ 53,939
	Custodial & Maint. Overtime	$ 233,174	$ 210,363	$ 210,363	$ 5,565	$ -	$ 204,798	$ -	$ 204,798
	Civic activities/Park & Rec	$ 35,490	$ 39,000	$ 39,000	$ 101	$ -	$ 38,899	$ -	$ 38,899
	NON-CERTIFIED SALARIES	$ 9,862,368	$ 10,126,242	$ 10,126,242	$ 834,255	$ 6,309,233	$ 2,982,754	$ (45,468)	$ 3,028,222
	SUBTOTAL SALARIES	**$ 44,815,249**	**$ 45,087,071**	**$ 45,087,071**	**$ 2,662,472**	**$ 37,988,413**	**$ 4,436,186**	**$ (64,836)**	**$ 4,501,022**

9/3/2015

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - AUGUST 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	**EMPLOYEE BENEFITS**								
	Medical & Dental Expenses	$ 8,713,310	$ 8,192,380	$ 8,192,380	$ 2,117,409	$ 6,031,731	$ 43,240	$ -	$ 43,240
	Life Insurance	$ 84,500	$ 87,337	$ 87,337	$ 13,627	$ -	$ 73,710	$ -	$ 73,710
	FICA & Medicare	$ 1,330,558	$ 1,347,487	$ 1,347,487	$ 105,184	$ -	$ 1,242,303	$ -	$ 1,242,303
	Pensions	$ 442,437	$ 501,329	$ 501,329	$ 482,909	$ 8,961	$ 9,459	$ -	$ 9,459
	Unemployment & Employee Assist.	$ 63,883	$ 74,000	$ 74,000	$ 600	$ -	$ 73,400	$ -	$ 73,400
	Workers Compensation	$ 479,680	$ 502,921	$ 502,921	$ 142,318	$ 360,616	$ (13)	$ -	$ (13)
	SUBTOTAL EMPLOYEE BENEFITS	**$ 11,114,368**	**$ 10,705,454**	**$ 10,705,454**	**$ 2,862,046**	**$ 6,401,308**	**$ 1,442,100**	**$ -**	**$ 1,442,100**
300	**PROFESSIONAL SERVICES**								
	Professional Services	$ 744,428	$ 567,155	$ 567,155	$ 29,792	$ 156,214	$ 381,149	$ (62,274)	$ 443,423
	Professional Educational Ser.	$ 163,091	$ 221,018	$ 221,018	$ 39,064	$ 6,604	$ 175,350	$ -	$ 175,350
	SUBTOTAL PROFESSIONAL SVCS	**$ 907,519**	**$ 788,173**	**$ 788,173**	**$ 68,856**	**$ 162,818**	**$ 556,499**	**$ (62,274)**	**$ 618,773**
400	**PURCHASED PROPERTY SVCS**								
	Buildings & Grounds Services	$ 645,531	$ 661,375	$ 661,375	$ 136,915	$ 329,890	$ 194,570	$ -	$ 194,570
	Utility Services - Water & Sewer	$ 109,859	$ 116,000	$ 116,000	$ 5,527	$ -	$ 110,473	$ -	$ 110,473
	Building, Site & Emergency Repairs	$ 507,859	$ 460,850	$ 460,850	$ 51,449	$ 41,000	$ 368,401	$ -	$ 368,401
	Equipment Repairs	$ 274,022	$ 296,738	$ 296,738	$ 25,094	$ 29,734	$ 241,910	$ -	$ 241,910
	Rentals - Building & Equipment	$ 297,181	$ 317,117	$ 317,117	$ 56,220	$ 173,955	$ 86,942	$ -	$ 86,942
	Building & Site Improvements	$ 314,503	$ 281,500	$ 281,500	$ -	$ 104,844	$ 176,656	$ -	$ 176,656
	SUBTOTAL PUR. PROPERTY SER.	**$ 2,148,955**	**$ 2,133,580**	**$ 2,133,580**	**$ 275,205**	**$ 679,423**	**$ 1,178,952**	**$ -**	**$ 1,178,952**

9/3/2015

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	**OTHER PURCHASED SERVICES**								
	Contracted Services	$ 412,606	$ 462,477	$ 462,477	$ 200,084	$ 100,834	$ 161,560	$ -	$ 161,560
	Transportation Services	$ 3,839,746	$ 3,934,792	$ 3,934,792	$ 70,012	$ -	$ 3,864,780	$ (259,843)	$ 4,124,623
	Insurance - Property & Liability	$ 325,587	$ 356,941	$ 356,941	$ 125,321	$ 223,712	$ 7,908	$ -	$ 7,908
	Communications	$ 122,190	$ 130,583	$ 130,583	$ 11,734	$ 98,880	$ 19,969	$ -	$ 19,969
	Printing Services	$ 35,776	$ 39,582	$ 39,582	$ 1,596	$ 3,979	$ 34,007	$ -	$ 34,007
	Tuition - Out of District	$ 2,358,090	$ 2,469,221	$ 2,469,221	$ 523,061	$ 2,694,310	$ (748,150)	$ (1,059,554)	$ 311,404
	Student Travel & Staff Mileage	$ 220,707	$ 232,337	$ 232,337	$ 1,534	$ 13,551	$ 217,252	$ -	$ 217,252
	SUBTOTAL OTHER PURCHASED SER	**$ 7,314,702**	**$ 7,625,933**	**$ 7,625,933**	**$ 933,342**	**$ 3,135,265**	**$ 3,557,326**	**$ (1,319,397)**	**$ 4,876,723**
600	**SUPPLIES**								
	Instructional & Library Supplies	$ 853,956	$ 911,445	$ 911,445	$ 158,175	$ 171,262	$ 582,008	$ -	$ 582,008
	Software, Medical & Office Sup.	$ 205,275	$ 222,105	$ 222,105	$ 10,403	$ 63,106	$ 148,596	$ -	$ 148,596
	Plant Supplies	$ 379,403	$ 375,100	$ 375,100	$ 82,952	$ 46,057	$ 246,091	$ -	$ 246,091
	Electric	$ 1,466,532	$ 1,455,657	$ 1,455,657	$ 141,773	$ -	$ 1,313,884	$ -	$ 1,313,884
	Propane & Natural Gas	$ 308,569	$ 380,546	$ 380,546	$ 12,003	$ -	$ 368,543	$ -	$ 368,543
	Fuel Oil	$ 549,889	$ 502,320	$ 502,320	$ -	$ -	$ 502,320	$ -	$ 502,320
	Fuel For Vehicles & Equip.	$ 410,399	$ 337,025	$ 337,025	$ -	$ -	$ 337,025	$ -	$ 337,025
	Textbooks	$ 257,017	$ 207,569	$ 207,569	$ 41,692	$ 24,151	$ 141,726	$ -	$ 141,726
	SUBTOTAL SUPPLIES	**$ 4,431,039**	**$ 4,391,767**	**$ 4,391,767**	**$ 446,998**	**$ 304,576**	**$ 3,640,193**	**$ -**	**$ 3,640,193**

9/3/2015

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	**PROPERTY**								
	Capital Improvements (Sewers)	$ 124,177	$ 124,177	$ 124,177	$ 95,793	$ -	$ 28,384	$ -	$ 28,384
	Technology Equipment	$ 378,975	$ 549,144	$ 549,144	$ 345,028	$ 50,824	$ 153,292	$ -	$ 153,292
	Other Equipment	$ 29,706	$ 112,691	$ 112,691	$ -	$ 1,799	$ 110,892	$ -	$ 110,892
	SUBTOTAL PROPERTY	**$ 532,858**	**$ 786,012**	**$ 786,012**	**$ 440,821**	**$ 52,623**	**$ 292,568**	**$ -**	**$ 292,568**
800	**MISCELLANEOUS**								
	Memberships	$ 67,705	$ 69,956	$ 69,956	$ 42,021	$ 1,089	$ 26,846	$ -	$ 26,846
	SUBTOTAL MISCELLANEOUS	**$ 67,705**	**$ 69,956**	**$ 69,956**	**$ 42,021**	**$ 1,089**	**$ 26,846**	**$ -**	**$ 26,846**
	TOTAL LOCAL BUDGET	**$ 71,332,395**	**$ 71,587,946**	**$ 71,587,946**	**$ 7,731,760**	**$ 48,725,516**	**$ 15,130,670**	**$ (1,446,507)**	**$ 16,577,177**

9/3/2015

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE

SCHOOL GENERATED FEES	2015-16 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
HIGH SCHOOL FEES				
NURTURY PROGRAM	$8,000	$0.00	$8,000.00	0.00%
PARKING PERMITS	$20,000	$0.00	$20,000.00	0.00%
PAY FOR PARTICIPATION IN SPORTS	$84,800	$0.00	$84,800.00	0.00%
	$112,800	$0.00	$112,800.00	0.00%
MISCELLANEOUS FEES	$500	$0.00	$500.00	0.00%
TOTAL SCHOOL GENERATED FEES	$113,300	$0	$113,300	$0

9/3/2015

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - AUGUST 31, 2015

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED			ANTICIPATED	RECEIVED	EXPECTED	BALANCE
100	**SALARIES**	$ (64,836)			$ (64,836)	$ -	$ (64,836)	$ -
200	**EMPLOYEE BENEFITS**	$ -			$ -	$ -	$ -	$ -
300	**PROFESSIONAL SERVICES**	$ (62,274)			$ (62,274)	$ -	$ (62,274)	$ -
400	**PURCHASED PROPERTY SERV.**	$ -			$ -	$ -	$ -	$ -
500	**OTHER PURCHASED SERVICES**	$ (1,319,397)			$ (1,319,397)	$ -	$ (1,319,397)	$ -
600	**SUPPLIES**	$ -			$ -	$ -	$ -	$ -
700	**PROPERTY**	$ -			$ -	$ -	$ -	$ -
800	**MISCELLANEOUS**	$ -			$ -	$ -	$ -	$ -
	TOTAL GENERAL FUND BUDGET	$ (1,446,507)	$ -	$ -	$ (1,446,507)	$ -	$ (1,446,507)	$ -
100	**SALARIES**							
	Administrative Salaries	$ -			$ -			$ -
	Teachers & Specialists Salaries	$ (19,368)			$ (19,368)		$ (19,368)	$ -
	Early Retirement	$ -			$ -			$ -
	Continuing Ed./Summer School	$ -			$ -			$ -
	Homebound & Tutors Salaries	$ -			$ -			$ -
	Certified Substitutes	$ -			$ -			$ -
	Coaching/Activities	$ -			$ -			$ -
	Staff & Program Development	$ -			$ -			$ -
	CERTIFIED SALARIES	$ (19,368)	$ -	$ -	$ (19,368)	$ -	$ (19,368)	$ -
	Supervisors/Technology Salaries	$ -			$ -			$ -
	Clerical & Secretarial salaries	$ -			$ -			$ -
	Educational Assistants	$ (7,034)			$ (7,034)		$ (7,034)	$ -
	Nurses & Medical advisors	$ (14,196)			$ (14,196)		$ (14,196)	$ -
	Custodial & Maint Salaries	$ -			$ -			$ -
	Non Certified Salary Adjustment	$ -			$ -			$ -
	Career/Job salaries	$ -			$ -			$ -
	Special Education Svcs Salaries	$ (24,238)			$ (24,238)		$ (24,238)	$ -
	Attendance & Security Salaries	$ -			$ -		$ -	$ -
	Extra Work - Non-Cert	$ -			$ -			$ -
	Custodial & Maint. Overtime	$ -			$ -			$ -
	Civic activities/Park & Rec	$ -			$ -			$ -
	NON-CERTIFIED SALARIES	$ (45,468)	$ -	$ -	$ (45,468)	$ -	$ (45,468)	$ -
	SUBTOTAL SALARIES	$ (64,836)	$ -	$ -	$ (64,836)	$ -	$ (64,836)	$ -

FOR THE MONTH ENDING - AUGUST 31, 2015

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED			ANTICIPATED	RECEIVED	EXPECTED	BALANCE
200	**EMPLOYEE BENEFITS**							
	SUBTOTAL EMPLOYEE BENEFITS	$ -	$ -	$ -	$ -	$ -	$ -	$ -
300	**PROFESSIONAL SERVICES**							
	Professional Services	$ (62,274)			$ (62,274)		$ (62,274)	$ -
	Professional Educational Ser.	$ -			$ -		$ -	$ -
	SUBTOTAL PROFESSIONAL SVCS	$ (62,274)	$ -	$ -	$ (62,274)	$ -	$ (62,274)	$ -
400	**PURCHASED PROPERTY SVCS**							
	SUBTOTAL PUR. PROPERTY SER.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
500	**OTHER PURCHASED SERVICES**							
	Contracted Services	$ -			$ -		$ -	$ -
	Transportation Services	$ (259,843)			$ (259,843)		$ (259,843)	$ -
	Insurance - Property & Liability	$ -			$ -			$ -
	Communications	$ -			$ -			$ -
	Printing Services	$ -			$ -			$ -
	Tuition - Out of District	$ (1,059,554)			$ (1,059,554)		$ (1,059,554)	$ -
	Student Travel & Staff Mileage	$ -			$ -		$ -	$ -
	SUBTOTAL OTHER PURCHASED SER.	$ (1,319,397)	$ -	$ -	$ (1,319,397)	$ -	$ (1,319,397)	$ -
600	**SUPPLIES**							
	SUBTOTAL SUPPLIES	$ -	$ -	$ -	$ -	$ -	$ -	$ -
700	**PROPERTY**							
	SUBTOTAL PROPERTY	$ -	$ -	$ -	$ -	$ -	$ -	$ -
800	**MISCELLANEOUS**							
	Memberships				$ -			$ -
	SUBTOTAL MISCELLANEOUS	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL LOCAL BUDGET	$ (1,446,507)	$ -	$ -	$ (1,446,507)	$ -	$ (1,446,507)	$ -

Excess Cost and Agency placement Grants were budgeted at 75%.

9/3/2015

NEWTOWN BOARD OF EDUCATION
SUMMARY - CAPITAL IMPROVEMENT PLAN
2016/17 TO 2020/21

For Board Discussion
Tentative as of 8/4/15

			underway	Year 1	Year 2	Year 3	Year 4	Year 5	
CIP Item #	**Location**	**Description of Project**	**2015/16**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**TOTALS**
3	Hawley Elem.	Roof replacement 1948 and 1997 sections			$800,000				$800,000
*	Sandy Hook Elem	Design, engineering & construction	($49,250,000)						
6	Middle Gate Elem	Roof replacement 1964 and 1992 sections					$1,500,000		
2	Middle Gate Elem	Replace original 1964 boiler and lighting upgrade		$475,000					$1,975,000
4	Middle School	Phase 0 - Professional Services			$100,000				
4	Middle School	Phase I - New boilers and re-piping			$2,100,000				
5	Middle School	Phase II - Ventilation renovations				$4,805,000			$7,005,000
**	High School	Auditorium; ADA code, replace duct work, lighting, seating, rigging, fire sprinkler system	$3,600,000						
1	High School	Restoration of roof with replacement of lobby roof		$1,402,500					
7	High School	Replace/restore football turf field						$1,000,000	$2,402,500
		TOTAL COSTS OF ALL PROJECTS	$52,850,000	$1,877,500	$3,000,000	$4,805,000	$1,500,000	$1,000,000	$12,182,500
		TOTAL TO BE BONDED		$1,877,500	$3,000,000	$4,805,000	$1,500,000	$1,000,000	$12,182,500
		School Building Grant Eligible	$534,000	**	$272,000		$510,000		$782,000

Shading represents items new to the plan

*Funding provided by the State of Connecticut. This project will not be bonded locally and will not impact Newtown's budget or tax rate.

**Code grant eligibility on total project costs.

Eligibility for project inclusion on the CIP is that the cost must exceed 0.25% of the Town Budget, $111,730,513. For 2015-16 the threshold is $279,326.

The chemistry, biology, physics and IPES curricula
are attached to the September 1, 2015 minutes.
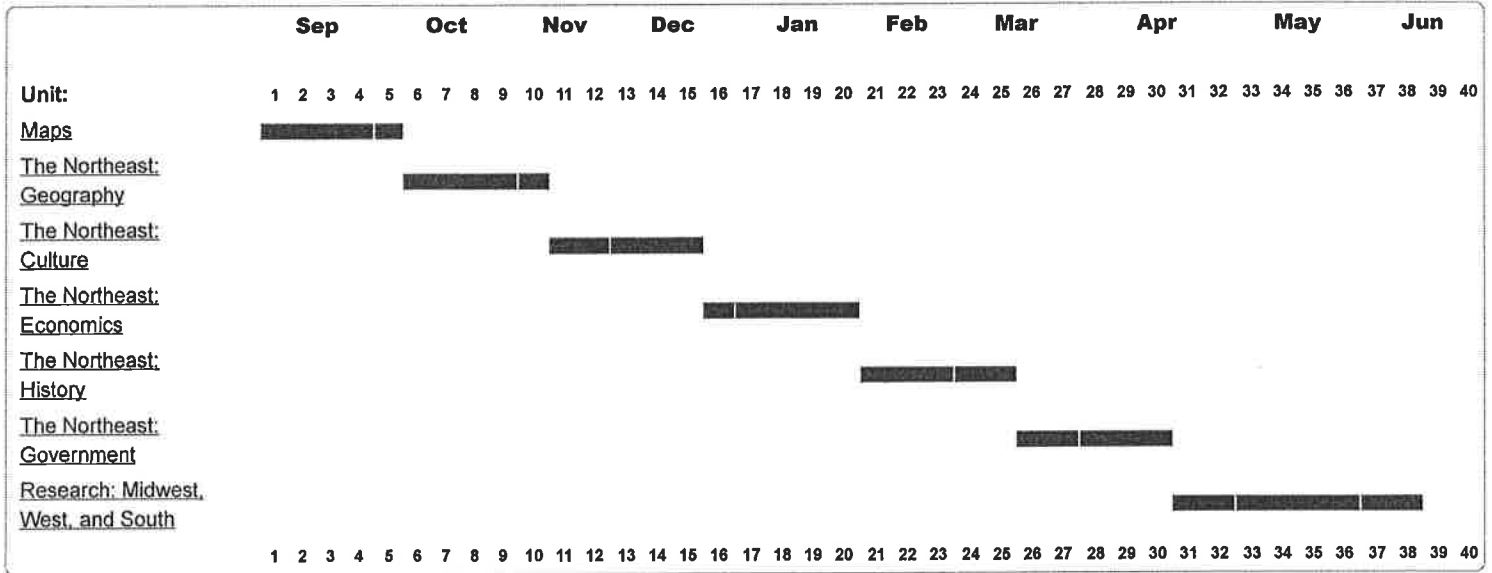
Social Studies

Grade 3

Northeast Region

Newtown Public Schools
Social Studies 3

Last Updated: Today by Linda aGejda

Collaboration

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4 5	6 7 8 9	10 11 12 13	14 15 16 17	18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38 39 40
Maps	███									
The Northeast: Geography		███								
The Northeast: Culture			███							
The Northeast: Economics				███						
The Northeast: History						███				
The Northeast: Government							███			
Research: Midwest, West, and South									███	

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

6/8/2015 2:58 PM

Newtown Public Schools
Social Studies 3 🗺

Last Updated: Today by Linda aGejda

Maps

Collaboration

Enduring Understanding(s)/ Generalization(s)
Conceptual lens: Change and Continuity

- Topographical, political and physical maps provide different types of information.
- Maps change over time.

Essential Question(s)
What important information do maps communicate to the understanding of a geographical region?

Guiding Questions
Factual, Conceptual, Provocative

1. What are different types of maps? F
2. What are the parts of a map? F
3. Why do maps differ? C
4. Which type of map would you use if you wanted to find out the: C

1. Boundaries of the state
2. Geography of the land
3. Population density

1. How and why have maps changed over time? C

Standard(s)
Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Literature

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

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language
Students will:

- Create maps to represent landforms
- Analyze maps and discuss landforms

Content/Topics
Critical content that students must KNOW

- Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies
- Create information from maps, globes and geographic models in graphs, diagrams, and charts
- Identify and give examples of resources; human, natural and capital, and explain how they are used

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

- Identify different types of maps
- Identify the parts of maps

Core Learning Activities

Resources
Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Culminating Map Project
Summative: Personal Project

- Create your own map of an imaginary country using features learned in unit-landmarks, resources, capital, landforms, compass rose, and map key.
- Write two questions that can be answered using map.

✎ Gr 3 Map Project.docx

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Readers/Writers Workshop Units

2

Newtown Public Schools
Social Studies 3

District Elementary > Grade 3 > Social Studies > Social Studies 3 > Week 6 - Week 10

Last Updated: Today by Linda aGejda

The Northeast: Geography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

Climate determines the plants and animals that inhabit a region.

Essential Question(s)

How do living and nonliving elements of a region determine the elements and interactions within an ecosystem?

Guiding Questions

Factual, Conceptual, Provocative

1. What plants and animals are native to the Northeast? F

2. How does climate affect the plants and animals in a region? C

3. Would life change if there were no maple trees in the Northeast? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

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

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Identify animals and plants that inhabit a region
- Describe how climate affects plants and animals
- Describe what animals could survive in a given region
- Locate major physical features on a map

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Observe and describe how places and regions are identified, defined, and bounded
- Locate major physical and human features in the New England region of the United States
- Define local environmental features

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

- Identify the states in the Northeast
- Identify the plants and animals that inhabit the region
- Describe the climate of the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication

Interdisciplinary Connections

3

Written Performance	Readers Writers Workshop

4

Newtown Public Schools
Social Studies 3 📖

The Northeast: Culture

Collaboration

Enduring Understanding(s)/ Generalization(s)
Conceptual lens: Change and Continuity

The peoples that inhabit a region determine the culture(s).

Essential Question(s)
What impact did immigrant have on the culture of the Northeast?

Guiding Questions
Factual, Conceptual, Provocative

1. What were the cultures, traditions and lifestyles of the Native Americans of the Northeast? F

2. How did immigrants change the culture? C

3. How did the Pilgrims affect the Native American culture in the Northeast? F

4. How do the people that inhabit a region determine the culture? C

Standard(s)
Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

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

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language
Students will

- Create a chart showing cultural changes before and after the arrival of a new group of people
- Synthesize information that shows how ethnic groups affect a culture

Content/Topics
Critical content that students must KNOW

- Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries
- Describe and explain some of the reasons people have moved, and relate these reasons to some historic movements of large groups of people
- Recognize relationships between events and people of the past and present circumstances, concerns and developments

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.

• Describe how the Native Americans lived in and used the land in the Northeast
• Describe how the Pilgrims changed the Native American culture
• Explain how various ethnic groups have changed the culture in the Northeast

Core Learning Activities

Resources
Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

5

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
	Information Literacy Problem Solving Spoken Communication Written Performance	Readers Writers Workshop

Newtown Public Schools
Social Studies 3 🜨

District Elementary > Grade 3 > Social Studies > Social Studies 3 > Week 16 - Week 20

Last Updated: Today by Linda aGejda

The Northeast: Economics

Collaboration

Enduring Understanding(s)/ Generalization(s)
Conceptual lens: Change and Continuity

The geographical location, landforms, and natural resources contribute to the economy in a region.

Essential Question(s)
What are the major factors that impact the economy of a region?

Guiding Questions
Factual, Conceptual, Provocative

1. What landforms in the Northeast helped develop the early economies? F

2. How do landforms and natural resources contribute to the economy of a region? C

3. How does the location of New York, Boston, and Philadelphia have a direct relationship with their economic success? F

Standard(s)
Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

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

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language
Students will

- Analyze landforms and explain their economic benefits
- Locate and label the major cities of the Northeast on a map

Content/Topics
Critical content that students must KNOW
Describe goods, products and ideas which were exchanged as the result of movement

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.

• Describe how people use the land to make money to support themselves
• Identify the location of major cities that developed in the Northeast

Core Learning Activities

Resources
Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Graduation Standards
Information Literacy

Interdisciplinary

7

Problem Solving
Spoken Communication
Written Performance

Connections

Newtown Public Schools
Social Studies 3 🕮

Last Updated: Today by Linda aGejda

The Northeast: History

Collaboration

Enduring Understanding(s)/ Generalization(s)
Conceptual lens: Change and Continuity

The variety of people changing over time can help develop the rich history in a region.

Essential Question(s)
How does the change in human populations living in a given region over a period of time contribute to the region's rich history?

Guiding Questions
Factual, Conceptual, Provocative

1. Who lived in the Northeast before Europeans came? F

2. What landmarks, symbols and events are important to the Northeast? (Plymouth Rock, Statue of Liberty, Liberty Bell, Freedom Trail, Ellis Island, American Flag) F

3. How does the variety of people changing over time develop the rich history in a region? P

Standard(s)
Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

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

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Content/Topics
Critical content that students must KNOW

- Gather historical data from multiple resources
- Engage in reading of historical material
- Demonstrate familiarity with people, events and places from a broad spectrum of human experience through selected study from historical periods from various regions
- Describe historic movements of large groups of people
- Recognize relationships between events and people of the past and present circumstances, concerns and developments

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.

• Identify historical symbols, landmarks, and events and be able to note their significance
• Describe lifestyles and cultures of various Northeast tribes and how Europeans changed their cultures
• Analyze and discuss the arrival of varied immigrant populations in the Northeast.

Core Learning Activities

Resources
Professional & Student

9

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
	Information Literacy	Readers Writers Workshop
	Problem Solving	
	Spoken Communication	
	Written Performance	

10

Newtown Public Schools
Social Studies 3 🔖

Last Updated: Today by Linda aGejda

The Northeast: Government

Collaboration

Enduring Understanding(s)/ Generalization(s)
Conceptual lens: Change and Continuity

The beliefs and values of a people can shape the direction/development of a government.

Essential Question(s)
How do the beliefs and values of a people shape government?

Guiding Questions
Factual, Conceptual, Provocative

1. What events that led to the formation of our national government? F

2. Why do people leave their country? F

3. Is there a need for a government? P

4. How do the beliefs and values of a people shape the direction and development of a government? C

Standard(s)
Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

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

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b. Develop the topic with facts, definitions, and details.
- W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d. Provide a concluding statement or section.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will

- Create a list of reasons people have moved and relate these reasons to some historic movements of large groups of people
- Examine the purposes of laws and the ideas and principles that make just laws
- Examine the important expectations of citizenship in the United States

Content/Topics
Critical content that students must KNOW

- Explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people
- Explain that individuals have rights and responsibilities to follow the law
- Explain the purposes of laws and the ideas and principles that make just laws
- Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government
- Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.

* Explain the meaning of government and justify why citizenship is important

\\

Core Learning Activities

Resources
Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Northeast Unit Culminating Assessment
Summative: Other Visual Assessments

Students will choose to create a PowerPoint slideshow, brochure, or newspaper (academic choice projects) that will include the following information studied in our Northeast unit:

- Geography (Landforms, plants and animals)
- Culture (Native Americans, Ethnic Groups)
- Economics (How land was used, jobs in region, location of major cities)
- History (Important symbols of the Northeast, Native Americans)
- Government (Why people came and why they may leave)

Rubric for culminating assessment activity- see attached

📎 Generic Rubric for Culminating Assessments NE, SW, MidWest, S Units.docx

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections
Readers Writers Workshop

12

Newtown Public Schools
Social Studies 3

Research: Midwest, West, and South

Collaboration

Enduring Understanding(s)/ Generalization(s)
Conceptual Lens: Change and Continuity

- Climate determines the plants and animals that inhabit a region.
- Climate and topography vary within the regions of the United States.

Essential Question(s)

Why would people prefer to live in one region over another?

Guiding Questions
Factual, Conceptual, Provocative

1. What plants and animals are native to the region? F
2. How does climate affect the plants and animals in a region? C
3. What is the climate of the region? F
4. What are the important landforms of the region? F
5. Why would people prefer to live in one region over another? P

Standard(s)
Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

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

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b. Develop the topic with facts, definitions, and details.
- W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d. Provide a concluding statement or section.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language
Students will

- Explain animals and plants that inhabit the region
- Analyze how climate affects the plants and animals of the region
- Create a list of animals that could survive in the region and explain why they can survive
- Compare landforms of the specified region to other regions

Content/Topics
Critical content that students must KNOW

- Explain how human and natural processes shape places
- Observe and describe how places and regions are identified, defined, and bounded
- Locate major physical and human features in a region of the United States
- Define local environmental features

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.

- Identify states in the region
- Describe the plants and animals that inhabit the region
- Describe the climate of the region
- Identify the landforms and geography of the region
- Describe the similarities and differences between those regions and the Northeast

Core Learning Activities

Resources
Professional & Student

13

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

CULMINATING ASSESSMENT FOR MIDWEST, WEST, AND SOUTH UNIT
Summative: Other Visual Assessments

Students will choose to create a PowerPoint slideshow, brochure, or newspaper (academic choice projects) that will compare the northeast to the Midwest, West, or South. The following information studied in our units should be included:

- Climate
- Plants
- Animals
- Landforms

Rubric for culminating assessment activity- see attached

📎 Generic Rubric for Culminating Assessments NE, SW, MidWest, S Units.docx

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Readers Writers workshop

14

Grade Four Social Studies

Connecticut Then and Now

Standards and Objectives

May 16, 2013

Guiding Questions – Connecticut Then and Now

Conceptual Lens: Continuity, Development and Systems

Essential Understanding (Generalization): Government　　　　　**Timeline:** approximately 3 weeks

- **Democratic governments distribute power to prevent or avoid abuse**

Government: Guiding Questions

1. What does membership in a group mean to you as an individual? F

2. Why do governments exist and how do they work? C

3. How can citizens' shape and influence democratic processes and government? C

4. How do principles in the United States Constitution impact individual, local, state and national decisions? F

5. How does a democratic government distribute power to prevent or avoid abuse? C

6. What historical event initiated the turning point from a monarchy to a democracy? P

21st Century Skill

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

CCSS

- **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

Essential Understanding (Generalization): History　　　　　**Timeline:** approximately3 weeks

- **Contributions from immigrating individuals or groups produce social, economic, and political change**
- **Social, economic, and political change creates the historical path of a people or nation**

History: Guiding Questions

1. In what ways did Native Americans and European settlers influence the development of Connecticut?　　　F
2. How did historical figures/events shape the development of Connecticut?　　　F
3. What impact do historical events/figures have on a community?　　　C
4. How does social and economic change shape our communities?　　　F
5. How does political change shape our communities?　F
6. What historical event initiated the turning point from a monarchy to a democracy? P
7. How would changing an historical event impact your life today?　　　P

21st Century Skill

- **Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.**

<u>CCSS</u>

- Explain events, procedures, ideas or concepts in an historical, scientific or technical text, including what happened and why, based on specific information in the text.

<u>Essential Understanding (Generalization): Economics</u>   <u>Timeline</u>: approximately3 weeks

- **Economic activity contributes to the development of a community**

<u>Economics: Guiding Questions</u>

1. How did early Connecticut settlers make a living?   F

2. Has the need to provide for the family changed?   F

3. What businesses and industries are important to the economy of Connecticut? F

4. What encourages economic growth?   C

5. How does the economy contribute to the development of a community? C

6. How do global events impact the lives of all people? P

<u>21st Century Skill</u>

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

<u>CCSS</u>

- **Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

<u>Essential Understanding (Generalization): Geography</u>   <u>Timeline</u>: approximately3 weeks

- **Geographic features can shape land use**

<u>Geography: Guiding Questions</u>

1. What are the physical (land) and political features (town) of the state of Connecticut?   F

2. How did geographic features help shape the community of Connecticut?   F

3. How do physical processes shape the Earth's surface and its ecosystems? F

4. How do physical and cultural characteristics of places and world regions affect people? C

5. How does human and environment interaction change our lives? C

6. How would the overuse of landforms impact the way people use the land? P

<u>21st Century Skill</u>

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

<u>CCSS</u>

- **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**

<u>Essential Understanding (Generalization): Culture</u>   <u>Timeline</u>: approximately3 weeks

- **A diverse population leads to a broader perspective**
- **Population patterns, distributions and relocations of people shape a community**

<u>Culture: Guiding Questions</u>

1.	What are the defining attributes (characteristics) of a culture?	F
2.	What different countries did early colonial settlers come from?	F
3.	Do immigrants that come to Connecticut today all come from the same country?	F
4.	What influences a community to transform?	F
5.	What motivates a person or group of people to relocate?	F
6.	Can the perspectives of immigrants create cultural change?	C
7.	Is change driven by diversity?	C
8.	What do you predict would cause changes to future Connecticut communities?	P

21st Century Skill

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

<u>CCSS</u>

- **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

Pre-Assessment- Connecticut Then and Now

What – Investigate "Connecticut Then and Now"

Why – In order to understand that social, economic, and political change create the historical path of a people or nation.

How – You and your fellow group members are historians preparing for a presentation on the development of Connecticut. Create a historical timeline of 5-10 significant social, economic, and political events that helped create the historical path of Connecticut. Create a new event for the timeline and predict its impact on your future.

Connecticut Then and Now – Curriculum Overview

Continuity, Development and Systems

Culture

Diversity/Ethnic groups
Celebrations: festivals, fairs
Recreation
Religion
Immigrants
Current noteworthy figures
Arts

Economics

Industries
Military
Farming
Inventors
Fishing
Products
Import/Export
Insurance
Resources

Government/Civics

Structure
Charter Oak
Function: services, power
Rights/Responsibilities
Education
Process: voting, participation, citizen
Laws
Symbols
Local/State/National

History

People: Native Americans, Immigrants
Charter Oak
England Influence
Influential People/Inventors/Historical figures
Slavery

Geography

Location
Land use
Major cities
Urban/Rural/Suburban
Resources
Transportation/Waterways

CT Then and Now

Curriculum Overview

People create environments and systems comprised of unique beliefs, values, traditions, customs, and institutions as a way of meeting basic human needs. Physical environment and contact with other cultures help shape these social environments and systems.

Conceptual Lens: Continuity, Development and Systems

Unit Title: Connecticut Then and Now- Government

Government/Civics

Structure
Citizenship: Bill of Rights
- Process: voting, participation, citizen
- Rights/Responsibilities
- Laws

Charter Oak
Function: services, power
Education
Symbols
Local/State/National

History

People- Immigrants
Charter Oak
England Influence
Influential
People: inventors, historical figures
Slavery
Military

Economics

Inventors
Products
Import/Export

Unit Overview

This unit web is focused on the government section of Connecticut and is one of five in this study.

How can citizens' shape and influence democratic processes in government?

In developing a community people seek alternatives and make choices that shape the future as well as regulate the past. Students must realize that they, individually and collectively, can influence these possibilities.

Geography

Location: Landforms, Bodies of Water, Major cities: Hartford, New Haven, New London, etc.

Culture

Diversity/Ethnic groups
Religion
Immigrants
Current noteworthy figures

Resources

The Connecticut Adventure

We the People – The Citizen and the Constitution

The Connecticut Studies Weekly

Discovery Learning

World Almanac – Library of the States – Connecticut

Schoolhouse Rock

Connecticut Newspaper Weekly

21st Century Skill/CCSS

- Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Culminating Performance Task- Government

What:

- Identify the branches in a democratic government.

Why:

- In order to understand how a democratic government distributes power to avoid abuse.

How:

- How do the branches of a democratic government distribute power to prevent or avoid abuse?

- Write a letter to a citizen or leader in another location that does not have a democratic government. Show how the rights of other branches of government and rights of a citizen are protected and not abused. Convince that person to adopt the democratic system of government in their location.

Culminating Performance Task - Government

Student Name _____

CATEGORY	Experiencing Difficulty	Progressing Toward Standard	Meets Standard	Exceeds Standard
Content Accuracy	The letter contains 1 accurate fact about the topic	The letter contains 2 accurate facts about the topic	The letter contains 3-4 accurate facts about the topic	The letter contains 5 or more accurate facts about the topic (i.e. involvement, reflective of the community, 3 branches of government)
Support of Position	The letter includes 1 relevant piece of evidence (fact, example, real life experience) that supports the author's position	The letter includes 2 relevant pieces of evidence (facts, examples, real life experiences) that supports the author's position	The letter includes 3-4 relevant pieces of evidence (facts, examples, real life experiences) that supports the author's position	The letter includes 3-4 relevant pieces of evidence (facts, examples, real life experiences) that supports the author's position. The writer anticipates the readers' concerns biases or arguments and has provided at least one counter argument.
Clarity of Ideas	Order, structure, and presentation of information attempted to show direction and purpose	Order, structure, and presentation of information showing direction but needs coherence and sense of purpose.	Order, structure, and presentation of information are accurate and coherent.	Order, structure, and presentation of information purposefully crafted to guide the reader's comprehension.
Audience	Attempts to demonstrate some understanding of their audience.	Demonstrates some understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates a clear understanding of the potential reader and uses vocabulary and arguments appropriate for that audience. Anticipates reader's questions and provides thorough answers appropriate for that audience.
Conventions	• Shows some evidence of proofreading. • Most sentences start with capital letters • Unknown words are spelled phonetically • Most sentences are grammatically complete.	• Shows evidence of proofreading. • High frequency words and phonetically regular words are predominantly correct. • Applies rules of grammar; capitalization, punctuation, sentence starters, subject/verb agreement, and verb tense for regular verbs. • Attempts to use paragraph construction.	• Shows evidence of proofreading. • High frequency words, phonetically regular, and topic related words are predominantly correct. • Applies rules of grammar throughout; capitalization, punctuation, sentence starters, subject/verb agreement, and verb tense for regular verbs. • Evidence of paragraph structure to show change of ideas.	• Shows consistent evidence of proofreading. • Spelling is predominantly correct. • Applies rules of grammar throughout; capitalization, punctuation, sentence starters, subject/verb agreement, and verb tense for regular verbs. • Use of paragraph structure to show change of ideas.

Conceptual Lens: Development and Systems

Unit Title: Connecticut Then and Now – History

History

People: immigrants, inventors, historical figures
England's Influence
Charter Oak
Military
Slavery

Government/Civics

Structure
Citizenship – Bill of Rights
- Process: voting, participation, citizen
- Rights/Responsibilities
- Laws

Charter Oak
Function: services, power
Education
Symbols
Local/State/National

Unit Overview

This unit web is focused on the history section of Connecticut and is two of five in this study.

What impact do historical events and/or figures have on a community?

Historical events, peoples' choices, and their actions work together to shape the future of a community.

Economics

Inventors
Products
Import/Export

Geography

Location
Major cities: Hartford, New Haven, New London, etc.

Culture

Diversity/Ethnic groups
Religion
Immigrants
Current noteworthy figures

Resources

The Connecticut Adventure

We the People – The Citizen and the Constitution

The Connecticut Studies Weekly

Discovery Learning

World Almanac – Library of the States – Connecticut

Schoolhouse Rock

Connecticut Newspaper Weekly

21st Century Skill/CCSS

- Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

- Explain events, procedures, ideas or concepts in an historical, scientific or technical text, including what happened and why, based on specific information in the text.

<u>**Culminating Task – History**</u>

What:

- The History of Connecticut then and now

Why:

- Historical events, peoples' choices, and their actions work together to shape the future of a community.

How: <u>**Historical Storyboard**</u>

- Create a storyboard depicting an important historical person, place, event, or an item from 1600 to 1850. Relate the historical significance of your selection to that time period. Think about the events leading up to, during, and after this time in history. Focus on the impact your selection had on the community around it.

    o Storyboard should have at least 6 frames

    o One frame must be a title frame

    o Other frames must show a before, during, and after the significant selection

    o Illustrations must be clear, simple, and meaningful

    o Text must be specific

    o The combination of the illustration and text must lead the reader through the historical significance of the event.

Culminating Task

Historical Storyboard Rubric

Student Name: _____

	Experiencing Difficulty	Progressing Towards Standard	Meets Standard	Exceeds Standard
Content	The product contains 1-2 accurate facts about the historical selection or cause or event or outcome	The product contains 2-3 accurate facts about the historical selection and/or cause and outcome	The product contains 4-5 accurate facts about the selection, that documents the historical selection, its cause and effect (cause, event, outcome)	The product contains 7 or more accurate facts that document the historical selection, its cause and effect (cause, event, or outcome). A moral or lesson is depicted in the product.
Clarity and Neatness	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to understand this presentation without asking lots of questions.	Storyboard is hard to read with rough drawings and labels. It would be difficult for another person to understand this presentation without asking one or two questions.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person will be able to easily understand the presentation.	Storyboard is easy to read and all elements are clearly written, labeled, or drawn. All additional frames are purposeful.

Conceptual Lens: Development and Systems

Unit Title: Connecticut Then and Now –Economy

Economics

Inventors
Products
Import/Export

Government/Civics

Structure
Citizenship: Bill of Rights
- Process: voting, participation, citizen
- Rights/Responsibilities
- Laws
Charter Oak
Function: services, power
Education
Symbols
Local/State/National

Unit Overview

This unit web is focused on the economy section of Connecticut and is third of five in this study.

What impact do economic events and/or figures have on a community?

Economic events, inventors, and their products work together to shape and build the future of a community.

History

People- Immigrants/Inventors/Historical figures
England's Influence
Charter Oak
Military
Slavery

Geography

Location
Major cities: Hartford, New Haven, New London, etc.

Culture

Diversity/Ethnic groups
Religion
Immigrants
Current noteworthy figures

Resources

The Connecticut Adventure

We the People – The Citizen and the Constitution

The Connecticut Studies Weekly

Discovery Learning

World Almanac – Library of the States – Connecticut

Schoolhouse Rock

Connecticut Newspaper Weekly

21st Century Skill/CCSS

- Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Culminating Task – Economics – Business Plan

What:

- The economy of Connecticut then and now

When:

- Mid-1600's to present

Why:

- Economic activity contributes to the development of a community

How:

Create a sales pitch (Power-point, Poster board, newscast etc. (student choice) for your classmates (stockholders/citizens of communities and neighboring communities, town planners) detailing your business, location, and the purpose of your decision to start your business at this location. (Differentiation-competition, need, what makes their product better, effect on the environment). The sales pitch should be time period authentic (materials and dress).

- Identify reasons for setting up a business in a specific location and time period (identify the need)

  o Town blacksmith during 1600's

- Literature Connection

  o (The Lorax, Among the Hidden)

- In order to understand the economic process (business plan)

  o Non-existent in this location at this time (identify need)

  o Supply and demand – identify

  o Entrepreneur – using your skills and abilities

  o Town planning and growth –

    ▪ Location specific – why become a blacksmith – Groton (boat making), Rural (farming needs)

- How does the location and timeliness of a business, influence the prosperity/success of that business and community?

Student Name _____ Economics - Business Plan

CATEGORY	Experiencing Difficulty	Progressing Towards Standard	Meeting Standard	Exceeding Standard
Required Elements	Student included less information than was required related to business location and purpose...	Student included most information that was required related to business location and purpose.	Student included all information that was required related to business location and purpose.	Student included more information than was required related to business location and purpose.
Historical Accuracy	Very little of the historical information was accurate and reflected the time period researched.	Most of the historical information was accurate and reflected the time period researched.	Almost all historical information appeared to be accurate and reflected the time period researched.	All historical information appeared to be accurate and reflected the time period researched.
Role	Point-of-view and business proposal reflects a lack of understanding of the materials, customs, and dress of the time.	Point-of-view and business proposal reflects a weak understanding of the materials, customs, and dress of the time.	Point-of-view and business proposal reflects a good understanding of the materials, customs, and dress of the time.	Point-of-view and business proposal reflects a complete understanding of the materials, customs, and dress of the time.
Economic Importance	Business proposal and oral responses to citizens' concerns reflects a lack of understanding about the location and timeliness of the proposed venture.	Business proposal, or oral responses to citizens' concerns reflects a weak understanding about the location and timeliness of the proposed venture will impact yourself or community.	Business proposal and oral responses to citizens' concerns reflects good understanding about the location and timeliness of the proposed venture to show how it will impact the community and yourself.	Business proposal and oral responses to citizens' concerns reflects complete understanding about the location and timeliness of the proposed venture to show how it will impact the community's future growth.

Conceptual Lens: Development and Systems

Unit Title: Connecticut Then and Now –Geography

Geography
Location: land forms, bodies of water, major cities–
Hartford, New Haven, New London, etc.

Government/Civics
Structure
Citizenship: Bill of Rights
- Process: voting, participation, citizen
- Rights/Responsibilities
- Laws
Charter Oak
Function: services, power
Education
Symbols
Local/State/National

Unit Overview

This unit web is focused on the geography section of Connecticut and is fourth of five in this study.

How do physical and cultural characteristics of places and world regions affect people?

In this unit we will develop an understanding of how geographic features shape land use.

History
People: immigrants, inventors, historical figures
England's Influence
Charter Oak
Military
Slavery

Economics
Inventors
Products
Import/Export

Culture

Diversity/Ethnic groups
Religion
Immigrants
Current noteworthy figures

Resources

The Connecticut Adventure

We the People – The Citizen and the Constitution

The Connecticut Studies Weekly

Discovery Learning

World Almanac – Library of the States – Connecticut

Schoolhouse Rock

Connecticut Newspaper Weekly

21st Century Skills/CCSS

- Work independently and collaboratively to solve problems and accomplish goals.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Culminating Task – Geography

What:

- The geography of Connecticut then and now

Why:

- Geographic features can shape land use

How: Make and label a map of Connecticut (see rubric for requirements to meet standard)

- Identify the following:
  - Draw a Map Key and symbols
  - Draw a Compass Rose
  - Label the following waterways:
    - Thames River
    - Connecticut River
    - Housatonic River
    - Naugatuck River
    - Lake Bantam
    - Lake Candlewood
    - Long Island Sound
  - Label the following cities and towns:
    - Windsor Locks
    - Windsor
    - Newtown (Sandy Hook)
    - Hartford
    - New Haven
    - Wethersfield
    - Danbury
    - Groton
    - Bridgeport
    - Storrs
    - Waterbury
    - Putnam
    - Mystic
  - Label bordering states
  - Label the counties
  - Identify in highest point in its correct location

- Review your map and identify a location:
  - Tell how the inhabitants would use their natural environment for work and play

Word Box for Culminating Task

Required Elements	Optional Elements
1. Map Key	1. Naugatuck River
2. Compass Rose (North, Northeast, East, South, Southeast, West, Southwest, Northwest)	2. Lake Bantam
	3. Windsor Locks
3. Thames River	4. Groton
4. Connecticut River	5. Bridgeport
5. Housatonic River	6. Waterbury
6. Lake Candlewood	7. Putnam
7. Long Island Sound	8. Litchfield County
8. Windsor	9. Middlesex County
9. New Haven	10. Windham County
10. Newtown	11. Tolland County
11. Hartford	12. New London County
12. Wethersfield	13. Mystic
13. Danbury	14. Storrs
14. Hartford County	
15. New Haven County	
16. Fairfield County	
17. Mount Frissell	
18. New York	
19. Massachusetts	
20. Rhode Island	

Making A Map: Culminating Task - Geography

Student Name _____

	Experiencing Difficulty	Progressing Towards Standard	Meeting Standard	Exceeding Standard
Map Legend/Key	Legend is absent or illegible. Legend has 3 or fewer symbols or a compass rose.	Legend is unorganized and difficult to read. Legend contains 3-5 symbols and/or a compass rose.	Legend is easy-to-find and contains 6 symbols and a compass rose.	Legend is easy-to-find and contains a complete set of symbols, and a compass rose.
Spelling/ Capitalization	Inadequate spelling errors and capitalization interfere with the reader's understanding of the map.	Several capitalization and spelling errors occur but do not interfere with the understanding of the map.	Almost all of the words on the map are spelled and capitalized correctly (1-2 mistakes).	All of the words on the map are spelled and capitalized correctly.
Knowledge Gained	When shown a blank base map, the student can is unable to accurately label or identify the required elements	When shown a blank base map, the student can accurately label some of the required elements.	When shown a blank base map, the student can accurately identify and label all the required elements.	When shown a blank base map, the student can accurately identify and label all the required elements. All additional elements are purposeful.
Land Use	Accurately identifies a location, but unable to identify how the inhabitant uses the natural environment for work and play.	Accurately identifies a location, able to identify how the inhabitant uses the natural environment for work or play.	Accurately identifies a location, able to identify how the inhabitant uses the natural environment for work and play.	Accurately identifies 3 locations, able to identify how the inhabitant uses the natural environment for work and play for each.

Conceptual Lens: Development and Systems

Unit Title: Connecticut Then and Now – Culture

Culture

Diversity/Ethnic groups
Religion
Immigrants
Current noteworthy figures

Government/Civics
Structure
Citizenship: Bill of Rights
- Process: voting, participation, citizen
- Rights/Responsibilities
- Laws

Charter Oak
Function- services, power
Education
Symbols
Local/State/National

Unit Overview

This unit web is focused on the culture section of Connecticut and is fifth of five in this study.

How does population diversity affect a community?

In this unit we will develop an understanding of how diversity in populations, distributions and relocations of people shape a community.

History
People- Immigrants/Inventors/Historical figures
England's Influence
Charter Oak
Military
Slavery

Economics
Inventors
Products
Import/Export

Resources

The Connecticut Adventure

We the People – The Citizen and the Constitution

The Connecticut Studies Weekly

Discovery Learning

World Almanac – Library of the States – Connecticut

Schoolhouse Rock

Connecticut Newspaper Weekly

Geography
Location- Landforms, Bodies of Water, Major cities– Hartford, New Haven, etc.

21st Century Skill/CCSS

- Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits and working/learning conditions.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Culminating Task – Culture

What:

- Connecticut then and now – Culture

Why:

- Personal needs influence where you live

How: Profile: Pick a point of view from the community and the person responding to a community's request for a specific need: (Motivation to move and the skills you bring with you to impact the community.)

- Use a graphic organizer to show your motivation to immigrate and the skills you bring with you that will enhance the community.

- Pick a place and time period in Connecticut (1600's, 1800's, and Present)

- Use cause and effects graphic organizers to show why people relocated (immigrated/migrated) in the 1600's, 1700's, 1800's, and Present

  o Include where you will be immigrating from

  o Include where you will be immigrating to

  o Suggested choices to illustrate using the graphic organizer

    ▪ Potato famine, religious freedom, industrial revolution, slavery, ethnic persecution, etc. (reasons for immigrating)
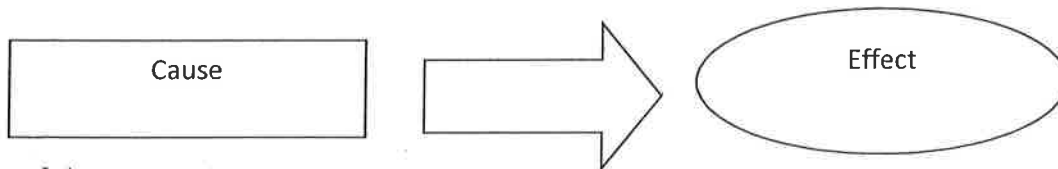
- **Optional Assessments:**

  o Write a feature article about a specific Connecticut community encouraging growth and settlement of this area (Chamber of Commerce selling the town)

  o Write a reply, as a person responding to a specific Connecticut community's request for a specific service, detailing why you would be the best person to fill the position (answering a want ad/writing a resume).

5/8/13

Cause and Effect – Culminating Task – Culture

Student Name _____

	Experiencing Difficulties	Progressing Towards Standard	Meets Standard	Exceeding Standard
Motivation for Immigration	No evidence supporting the need for immigration	Vague or unclear evidence supporting the need for immigration	Historically accurate evidence supporting the motivation or believable need to immigrate (political or business)	Write a feature article about a specific CT community encouraging growth and settlement of this area.
Motivation for Migration	No evidence supporting the need for migration	Vague or unclear evidence supporting the need for migration	Impact your involvement will have upon the community	Write a reply, as a person responding to a specific CT community's request for a specific service, detailing why you would be the best person to fill the person.

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End of Year Culminating Task – Connecticut Then and Now

- Conceptual Lens – Continuity, Development and Systems (Government, History, Economics, Geography, Culture)

21st Century:

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

CCSS:

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Connecticut Culminating Project/Living Biography

What:

- Connecticut Then and Now

Why:

- In order to understand Connecticut through the conceptual lens; continuity, development and systems.

When:

- Mid-1600's to present day

- Sequence your event with other participants

How:

- Research a time period/person of importance in Connecticut

- Make a connection from the time period events/person of importance to the conceptual lens

- Participate in a grade level living timeline museum showing your historical figure (events) and his/her connection to the conceptual lens

<u>Connecticut Culminating Project/Living Biography</u>

<u>Conceptual Lens</u> – Continuity, Development and Systems (Government, History, Economics, Geography, Culture)

Time Period: _____

<u>Project Details:</u>

Each member of the class will select an individual topic. You will dress up as a famous CT person or a person who has/had a strong influence on CT at one time. An alternate idea would be to portray an important CT historical event. Use books, magazine articles, and the internet together to gather information about your topic. Read through your sources, then go back and take notes on important aspects of your topic. Use your notes to prepare a speech on your topic and the connection to the conceptual lens. Include visual(s) in your presentation. Your project should include all of the following:

- Connection about the lens

- Accurate information - Work cited

- Note cards - reflect research of most important details

- Speech – approximately two minutes, well versed in information, able to speak clearly with expression and fluency making eye contact with the audience

- Visual(s) – enhances and includes oral information

- Time period dress/props

Connecticut's "Living Timeline"

Presentation and Speech Scoring Guide

0-5 points may be earned per category

Name _____   Topic _____

- Note cards reflect research effort   _____

- The most important information was
  presented in the speech   _____

- Speech was approximately 2 minutes   _____

- Information was memorized and well
  presented – you looked at your audience,
  spoke clearly, with expression and fluency   _____

- Effort was put into your visual design   _____

- Written information was on display
  next to your project   _____

- Shows respect of self, others and
  audience   _____

- FINAL GRADE for PROJECT OUT of a
  TOTAL of 35 POINTS   _____

Introduction to Western Philosophy

This course will examine the evolution of philosophy in the western world, focusing on the evolution of two important areas: **(1)** the meaning of human existence and perceiving our world; metaphysics and epistemology, and **(2)** the development of the perfect society and its moral implications; moral and political philosophy. Through the works of western philosophers from Socrates to Nietzsche, students will explore these questions through history, literature, and the arts.

Units of Study:

Unit 1: Truth and Experience – Skepticism, Rationalism and Empiricism.
Unit 2: Morality, Justice and Duty in the Ancient World - Socrates, Plato and Aristotle
Unit 3: An analysis of Ethical Principles: Deontology vs. Utilitarianism
Unit 4: Modern Conceptions of Justice and the Role of the State – Rawls vs. Nozick
Unit 5: Evolution of Existential Thought - Nietzsche to Sartre

Graduation Standard: Written Performance

Unit 1: Truth and Experience – Skepticism, Rationalism and Empiricism.
Conceptual Lens: Origins, Truth and Reason
Timeline: 2 Weeks

Generalizations:
1. Truth is objective and can only be reached through simple reasoning and questioning.
   - Was Plato a skeptic?
   - Did Descartes allow for the fact that our mind can deceive us when he famously stated " I think therefore I am"

2. Truth leads us to confront our origins so that we have an idea of where to go.
   - Is Hume correct when he posits that the self is unknowable, therefore the truth about the self can never be attained?
   - Does Locke's idea of the *tabula rasa* destroy any chance that he could be a skeptic?
   - Is Plato a rationalist or a skeptic? Are these ideas mutually exclusive?

3. Questioning all things allows for further learning and self-improvement.
   - Does the fact that questions with regards to the origin of knowledge cannot be answered make asking them a waste of time?
   - What makes these different positions about the origin of knowledge more credible?
   - How can we use these ideas to improve our own lives?

Common Core Standards:
Reading Standards for Literacy in History
   - RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats in order to address a question or solve a problem.
   - RH 11-12.9 Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.
Writing Standards for Literacy in History

- WH 11-12.1a Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Objectives:
- **DOK 3 Understand:** Students will compare and contrast different theories of knowledge.
- **DOK 4 Analyze:** Students will analyze their daily experiences and mine for how they attain knowledge.
- **DOK 4 Evaluate:** Students will attempt to prove that the true self is unknowable.

21st Century Skills:
Students will be able to:
- Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities:
- Students will watch clips of the movie, The Matrix and discuss its relationship to skepticism.
- Students will develop a Locke Box to describe John Locke's views on Empiricism and Rationalism.
- Students will debate the validity of the idea "I think therefore I am".

Teacher Resources:
Lawhead, William F. *The Philosophical Journey: An Interactive Approach.* Mountain View, CA:

Mayfield Pub., 2000. Print.

Assessments:
- **Student Film** Form small student groups (two to five) to collaborate in the development of a short film (approximately three to five minutes). Each film will explain either one (or more) approaches to epistemology or relevant issues in epistemology.
- **Persuasive Essay** Students will write a persuasive essay on the prompt – *What is the origin of knowledge?* This will be assessed using the Written Performance Graduation Standard.

Unit 2: Morality, Justice and Duty in the Ancient World - Socrates, Plato and Aristotle
Conceptual Lens: Truth, Morality
Timeline: 4 Weeks

Generalizations:
1. Morality is always subjective
   - Is morality determined by geography and culture only?
   - Are there any moral absolutes? For instance is stealing always wrong?
   - How do different societies evaluate competing rights claims?

2. The duty of the political state is to determine what is moral and implement and enforce moral laws.
   - In Plato's Republic, does the philosopher king determine morality?
   - Is lying necessary in the maintenance of the political state?
   - Should a just political state advocate for equal distribution of wealth?

3. A just state will act in the best interests of the majority.
   - Is the adoption of democratic principles the best way to maintain justice and morality?
   - Is Aristotle correct in his position that a state must provide a pathway to fulfillment for all citizens?
   - Should the rights of the minority be sacrificed for the benefit of the majority?

Common Core Standards:
Reading Standards for Literacy in History
   - RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats in order to address a question or solve a problem.
   - RH 11-12.9 Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.
Writing Standards for Literacy in History
   - WH 11-12.1a Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Objectives:
   - **DOK 3 Evaluate:** Students will evaluate different moral principles.
   - **DOK 2 Understand:** Students will compare and contrast the ideas of Plato and Aristotle
   - **DOK 3 Apply:** Students will apply the ideas of Aristotle and Plato to 21st Century Society

21st Century Skills:
Students will be able to:
   - Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Experiences:
   - Students will watch video clips from current TV programs and apply the ideas of ancient philosophers.

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- Students will analyze ethical problems in the 21st Century and use apply ancient philosophical principles
- Students will evaluate competing rights claims and determine which rights are more important

Teacher Resources:

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA:

Mayfield Pub., 2000. Print.

Assessments:

- **In Class Debate** Resolved: Universal moral standards exist. Students will be assigned one side of the resolution and they write a speech in support of their position.
- **Develop a Utopia** In the spirit of Plato's Republic – students will develop an economic and political system that is free from injustice then defend their idea under class scrutiny.

Unit #3 - An Analysis of Ethical Principles: Deontology vs. Utilitarianism
Conceptual Lens: Truth
Timeline: 4 Weeks

Generalizations:
1. Individual acts are moral based on the intent of the act.
   - Can Kant's ideas on intention ever be verified?
   - If a person is used as a means to achieve a greater societal good – is the action moral?
   - Should consequences of an action be considered when determining its morality?
   - Is it possible to reach a moral maxim through the use of reason?

2. Individual acts are moral based on the consequences of the action.
   - Is a utilitarian calculus the best way to determine the morality of an act?
   - Should the morality of the act itself be elevated over the wider social consequences of the action?
   - Is there any conflict between the utilitarian ideals of Jeremy Bentham and John Stuart Mill?

3. Social conditioning and biological proclivities prevent moral autonomy.
   - Based on social conditioning is it ever possible to be truly free?
   - How does Kant propose that we move from heteronomy to autonomy?
   - How does the use of reason and self-reflection impact the search for freedom?

Common Core Standards:
Reading Standards for Literacy/Social Studies:
   - 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.
   - RH 11-12.6 Evaluate authors differing points of view on the same historical event or issue by assessing author's claims reasoning and evidence.
Writing Standards for History/Social Studies:
   - WH 11-12.7 Conduct short as well as more sustained research project to answer a 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.

Objectives:
   - **DOK 3 Understand:** Students will compare and contrast the principles of Deontology and Utilitarianism
   - **DOK 4 Apply:** Students will apply the moral principles to present day experience

21ˢᵗ Century Skills:
Students will be able to:
   - Work independently and collaboratively to solve problems and accomplish goals.

Core Learning Experiences:
   - Students will watch a video on Bentham and Mill
   - Students will take three different versions of the Trolley problem
   - Students will complete a philosophical scavenger hunt

Teacher Resources:
Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA:

    Mayfield Pub., 2000. Print.

Assessments:
- **Construct a critical analysis** of which of the ethical approaches is most similar to your own beliefs. When writing your summary try to provide an example of where you have faced a dilemma and how you decided upon your actions, as a result of your beliefs. Please include: What would happen if everyone in the world followed this theory? How does this theory compare to the others you have studied?
- **Ethics Championship** This will be a set of debate-like competitions in which groups try to make the strongest case in discussing a moral issue using a prescribed ethical system.

Unit #4 The Role of the State – Rawls vs Nozick
Conceptual Lens: Justice
Timeline: 4 Weeks

Generalizations:
1. Economic inequalities will always exist.
   - Is it just for the government to try to rectify economic inequalities?
   - Are libertarian ideals practical in the 21st century?
   - What should the role of the wealthy be in relation to those who are least well off?

2. Individuals are not fully responsible for their success.
   - Is geography a predictor of financial success?
   - What is the relationship between genetics and work ethic?
   - Should highly successful people be able to keep most of the fruits of their labor even though genetics and geography played a huge part in their success?

3. Class system is fair as long as the least well off in society benefit from financial inequality
   - Is the application of Marx's idea from each according to ability to each according to need plausible in today's society?
   - What are the benefits and drawbacks of a socialist economy?
   - What should the role of philanthropy be in a just economic system?

Common Core Standards:
Reading Standards for Literacy in History
   - RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats in order to address a question or solve a problem.
   - RH 11-12.9 Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.
Writing Standards for Literacy in History
   - WH 11-12.1a Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Objectives:
   - **DOK 4 Understand:** Students will compare and contrast Rawlsian Liberalism with modern day Marxism
   - **DOK 3 Evaluate:** Students will evaluate the practical application of a Nozickian minimalist state.

21st Century Skills:
Students will be able to:
   - Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Experiences:
   - Students will view the Sandel video – Justice: What's the Right Thing to Do?

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- Students will visit the headquarters of the NH Free State Project – Field Trip.

Teacher Resources:
Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA:

    Mayfield Pub., 2000. Print.

Assessments:
- **In Class Debate** Liberalism v Libertarianism - Students will be assigned both one side of the resolution and write a speech in support of their position.
- **Video** Create a video of what life would be like if we strictly applied the ideals of Nozick and Rawls to today's society.

Unit 5: Evolution of Existential Thought - Nietzsche to Sartre
Conceptual Lens: Freedom
Timeline: 4 Weeks

Generalizations:
1. Meaning is found in and through life not through religion.
   - Which comes first, our essence or existence?
   - How can life have meaning without religion?

2. Overcoming moral constraints will lead to freedom.
   - What can we learn from Nietzsche's Superman?
   - How does morality inhibit human progress?

3. Embracing the pain and agony in life is the only way to experience freedom.
   - How can we find meaning in suffering?
   - Is suffering a prerequisite to human freedom?

Common Core Standards:
Reading Standards for Literacy in History
   - RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats in order to address a question or solve a problem.
   - RH 11-12.9 Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.
Writing Standards for Literacy in History
   - WH 11-12.1a Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Objectives:
   - **DOK 3 Understand:** Students will compare and contrast the ideas of Sartre and Camus
   - **DOK 4 Apply:** Students will apply Nietzsche's ideals to present day stories,

21ˢᵗ Century Skills:
Students will be able to:
   - Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Experiences:
   - Students will watch the film I Heart Huckabees.
   - Students will conduct a Philosophy Scavenger Hunt.

Teacher Resources:
Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA:

Mayfield Pub., 2000. Print.

Assessments:
- **Applying Existentialist Thought** Students will analyze real world scenarios and determine how an existentialist thinker (Sartre, Camus, Nietzsche) might deal with the problems.
- **Construct a Dialogue** Students will choose two existentialist thinkers and construct a dialogue that centers on the similarities and differences in their ideas.

NOTE: Student resources change by semester depending on student population, but can be accessed through teacher website

Unit Planner: Unit 1 - Learning About Children
Child Development I & II
Thursday, May 21, 2015, 9:41AM

Newtown High School > 2014-2015 > High School > F&AA: FACS > Child Development I >
Week 1 - Week 2

Last Updated: <u>Today</u> by Stephanie Gasco

Gasco, Stephanie; Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

- People study children in order to :
  - learn more about themselves
  - be a better parent
  - pursue a career that involves work with children
  - protect children's rights
- Child development is the scientific study of how children change over time and master new skills
  - The study of child development can be organized into:
    - distinct ages and stages approach
    - nature versus nurture approach
  - The domains of child development include:
    - cognitive development
    - physical development
    - social/emotional development

Essential Question(s)

What can we learn about studying children?

Guiding Questions

Factual, Conceptual, Provocative

What is childhood?

Why is childhood crucial?

What is child development?

What are the factors that influence development?

What is a human right?

Standard(s)

Content and CCSS

CT: CTE: Family and Consumer Sciences (PS 2011)

Grades 9-12

PS: Early Childhood Education and Services

B. Principles of Human Growth & Development: Analyze principles of human growth and development during childhood.

6. Explain physical, emotional, social, and intellectual development.

7. Describe interrelationships among physical, emotional,

Objective(s)

<u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>

Students will:

- Explain the benefits of studying child development
- Describe different job opportunities in the child care profession
- Discuss the challenges and rewards of working in the childhood field
- Analyze why child care professionals need to study child development

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social, and intellectual aspects of human growth and development during childhood.

C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.

10. Describe the effects of gender, ethnicity, and culture on individual development during childhood.

11. Describe the effects of life events during childhood on an individual's physical and emotional development.

Content/Topics
Critical content that students must KNOW

- The differences between childhood and adulthood
- The potential benefits of studying children
- The definition of child development and the associated domains
- That development is measured qualitatively and quantitatively
- The stage names and sequence of the human life cycle
- The general factors that influence development (heredity and environment)
- The types rights children are entitled to via the United Nations *Convention on the Rights of the Child*

Skills
Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

- Orally share personal factors from childhood and identify how each impacted their own development
- Build a visual timeline of the human life cycle, showing developmental tasks/milestones associated with each stage
- Compile a list of professions that work with children and identify the domains of child development that profession mainly deals with
- Watch the video:*Child Brides: Stolen Lives*; complete viewing guide regarding consequences of having a child forced into adulthood
- Deconstruct the UN-CRC document to classify the provisions by type of right (survival and development, protection and participation)

Resources
Professional & Student

- UNICEF - *Convention on the Rights of the Child*

  🌐 http://www.unicef.org/crc/

- *Child Brides: Stolen Lives* . NOW | PBS

  🌐 http://www.pbs.org/now/shows/341/index.html

Assessments (Titles)
Unit 1 Test
Summative: Written Test

📎 Test.doc

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Career paths - links to Counselor

Gasco, Stephanie; Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

- Families are basic units of society.
- Families are both similar and different.
- The family has a significant impact on individuals and society.

Essential Question(s)

How does family influence a child's development and behavior?

Guiding Questions

Factual, *Conceptual*, *Provocative*

- What are the advantages of being in a specific family type?
- What are the challenges of being in a specific family type?
- How can siblings be a positive part of family?
- Does birth order shape personality?
- How does stage in family life cycle affect family functioning?
- What makes a family dysfunctional?
- What makes a family strong?
- What role has family played in human development from past to modern times in our country?

Standard(s)

Content and CCSS

CT: CTE: Family and Consumer Sciences (PS 2011)

Grades 9-12

PS: Early Childhood Education and Services

C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.

8. Describe the impact of heredity and environment on human growth and development during childhood.

9. Explain how society's changing economic conditions influence parenting practices of caregivers and family members.

11. Describe the effects of life events

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Identify the stages that families with children go through
- Summarize the multiple roles, responsibilities and needs of family members
- Analyze trends that affect families today and throughout U.S. history
- Describe types of family structures and examine the implication of circumstances on child development
- Compare personality traits, behaviors and adult outcomes of the various birth order positions
- Explain how families can be strengthened

during childhood on an individual's physical and emotional development.

E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting.

15. Examine parenting roles across the life span.

16. Describe expectations and responsibilities of the family unit.

Content/Topics
*Critical content that students must **KNOW***

- Family structures
- Family functions
- History of families
- Current trends affecting families
- Qualities of successful families
- Qualities of dysfunctional families
- The stages of the family life cycle with associated developmental tasks
- Effect of siblings & birth order position on development

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

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

Core Learning Activities

- Write a biographical paper, explaining own family structure and dynamics
- In homogenous birth order grouping, identify common personality traits and advantages and disadvantages in terms of treatment by parents and siblings
- Create a Prezi presentation for one stage in family life cycle, communicating the following:
  - Definition of family at this stage
  - Joyous developmental task
  - Challenging developmental task
  - Product/service they would need

Resources
Professional & Student

- Kluger, Jeffrey. "The Power of Birth Order." Time Magazine. Web 17 Oct. 2007. www.time.com/time/magazine/article/0,9171,1673284,00.html

- University of Nebraska–Lincoln Extension, Institute of Agriculture and Natural Resources. G1881. Creating a Strong Family. American Family Strengths Inventory www.ianrpubs.unl.edu/live/g1881/build/g1881.pdf

- - Appropriate type of housing
  - Typical financial struggle
- Complete American Family Strengths Inventory, identifying own family strengths and weakness
- Watch an episode of NBC television series "Parenthood" and identify examples of:
  - family types
  - family trends
  - family life cycle stages
  - developmental tasks
  - birth order characteristics portrayed
  - strong family qualities displayed
  - values, traditions and socialization being taught to children
  - guidance & discipline being exercised

Assessments (Titles)

Family Life Cycle Prezi Presentation Summative: Technology Project

Unit 2 Test Summative: Written Test

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Sociology: socialization

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Unit Planner: Unit 3 - Parenting
Child Development I

Thursday, May 21, 2015, 9:46AM

Newtown High School > 2014-2015 > High School > F&AA: FACS > Child Development I >
Week 6 - Week 8

Last Updated: Today by Stephanie
Gasco

Gasco, Stephanie; Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Parenting practices are critical to human growth and development.

Effective parenting is a complex commitment that requires maturity.

Essential Question(s)

What does a parent need to do in order to effectively raise a child?

Guiding Questions

Factual, Conceptual, Provocative

How is teen parenting more difficult than parenting as an adult?

Why is guiding children's behavior so important?

How do you encourage appropriate behavior?

How do you discourage inappropriate behavior?

Where can parents go for help?

Standard(s)

Content and CCSS

CT: CTE: Family and Consumer Sciences (PS 2011)

Grades 9-12

PS: Early Childhood Education and Services

C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.

9. Explain how society's changing economic conditions influence parenting practices of caregivers and family members.

D. Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood.

12. Explain the role of nurturance on the growth and development of children.

13. Explain the role of communication on the growth and development of children.

14. Explain the role of support systems in meeting the growth and development needs of children.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Identify the skills needed for parenting and explain how they can be acquired
- Describe effective methods for guiding the behavior of children
- Compare men's and women's attitudes toward and exercise of parental responsibilities
- Distinguish among various parenting styles
- Discuss how parenthood affects marital satisfaction
- Identify the major roles and responsibilities of parents
- Evaluate why being a good parent is hard
- Compare the joys and challenges of parenting
- Identify and describe Galinsky's six stages of parenthood
- Summarize and explain external support systems that provide services for parents

E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting.

15. Examine parenting roles across the life span.

17. Explain potential consequences of parenting practices for the individual, family, and society.

18. Identify various societal conditions that impact parenting across the life span.

19. Compare and contrast cultural differences in roles and responsibilities of parenting.

F. Parenting Practices: Evaluate parenting practices that maximize human growth and development.

20. Describe communication strategies that promote positive self-esteem in children.

21. Analyze common practices and emerging research about discipline on human growth and development.

22. Determine the possible impacts of abuse and neglect on children and families and describe methods for prevention.

G. External Support Systems: Evaluate external support systems that provide services for parents.

24. Describe community resources that provide opportunities related to parent education.

Content/Topics
Critical content that students must KNOW

- Parents must meet children's basic needs, nurture them and guide their behavior
- Factors to consider when deciding to parent
- Teen pregnancy leads to many physical, emotional, and social problems
- How various current trends in parenting (ex. helicopter parenting) can have positive/negative effect on child's development
- Available sources of help and information on how to become a better parent
- How parenting style can affect a child's development

Skills
Transferable skills that students must be able to DO

- 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.

Core Learning Activities

1. Students will create a collage graphically depicting sources of parental pleasure and frustration.
2. Students will interview a parent of a grown child regarding what they feel were the best things they provided for their child(ren), students will record key features of the dialogue and share them with the rest of the class.

Resources
Professional & Student

When Mom and Dad Share It All The New York Times June 15 2008

3. Students will read "When Mom and Dad Share It All" and interview a parent regarding the equality of parenting
4. Students will watch an episode of "Teen Mom 2" and respond to questions regarding: parenting styles, level of equality in parenting, joys and challenges related to parenting and reflect on how teen parenting is harder than adult parenting
5. Students will write up a schedule of all of their current commitments and activities. They will then make a second schedule incorporating all of the additional responsibilities and commitments they would have if they had to care for a baby. They will have to reflect on what changes they had to make in order to support the child.
6. In teams, student will write multiple scripts of a typical parent-child interaction using the various parenting styles to guide the dialog and actions. The students will then act out the scenes, videotape and share them.

Assessments (Titles)

Summative: Written Test

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Sociology: socialization

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Unit Planner: Unit 4 - Neonate
Child Development I

Thursday, May 21, 2015, 9:46AM

Newtown High School > 2014-2015 > High School > F&AA: FACS > Child Development I >
Week 9 - Week 11

Last Updated: Today by Stephanie
Gasco

Gasco, Stephanie; Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

The foundation of future development is established early in life.

Essential Question(s)

What are the basic needs and characteristics of a newborn?

What kind of care is needed to encourage physical, social/emotional and

intellectual development in newborns?

Guiding Questions
Factual, Conceptual, Provocative

What are typical procedures and tests conducted on a newborn baby in the delivery room and nursery?

How is hospital care different for a premature newborn as compared to a full term one?

What physical changes occur in a newborn?

What are the benefits of bonding?

How does the brain change in the neonatal stage?

What are the different nutritional sources and methods for feeding infants?

Standard(s)
Content and CCSS

CT: CTE: Family and Consumer Sciences (PS 2011)

Grades 9-12

PS: Early Childhood Education and Services

B. Principles of Human Growth & Development: Analyze principles of human growth and development during childhood.

7. Describe interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.

C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.

11. Describe the effects of life events during childhood on an individual's physical and emotional development.

D. Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Define terms related to birth and the newborn
- Explain the purpose of common hospital procedures following a birth
- Explain the special needs of a premature baby
- State characteristics of newborns
- Recognize a baby's reflexes
- Describe babies basic needs and discuss how they can best be met.
- List equipment and supplies needed for care of newborn.
- Name specific care techniques related to areas of newborn feeding, sleep and elimination.
- Differentiate the three temperament types and explain importance of "goodness of fit" between parent and child
- Identify the parts of a neuron and explain functions in relation to brain development.

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12. Explain the role of nurturance on the growth and development of children.

13. Explain the role of communication on the growth and development of children.

E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting.

15. Examine parenting roles across the life span.

F. Parenting Practices: Evaluate parenting practices that maximize human growth and development.

22. Determine the possible impacts of abuse and neglect on children and families and describe methods for prevention.

J. Developmentally Appropriate Practices: Analyze developmentally appropriate practices to plan for early childhood, education and childcare services.

36. Explain child development theories and their implications for educational and childcare practices.

Content/Topics
Critical content that students must KNOW

- Typical medical procedures performed on newborn baby in a hospital
- Reasons why newborns are admitted to NICU
- Typical physical development of newborn
- Importance of bonding and attachment
- Ways parent/caregiver cares for newborn's various needs
- Brain development in the first month of life
- How neural pathways are created
- Principles of John Bowlby's Attachment Theory
- Principles of Harry Harlow's Attachment Theory

Skills
Transferable skills that students must be able to DO

Core Learning Activities

- Draw a diagram of a newborn and label physical characteristics
- Construct a model of a neuron, identify functions of various parts and explain how messages are transmitted
- Create a flyer on an area of newborn care on smore.com

Resources
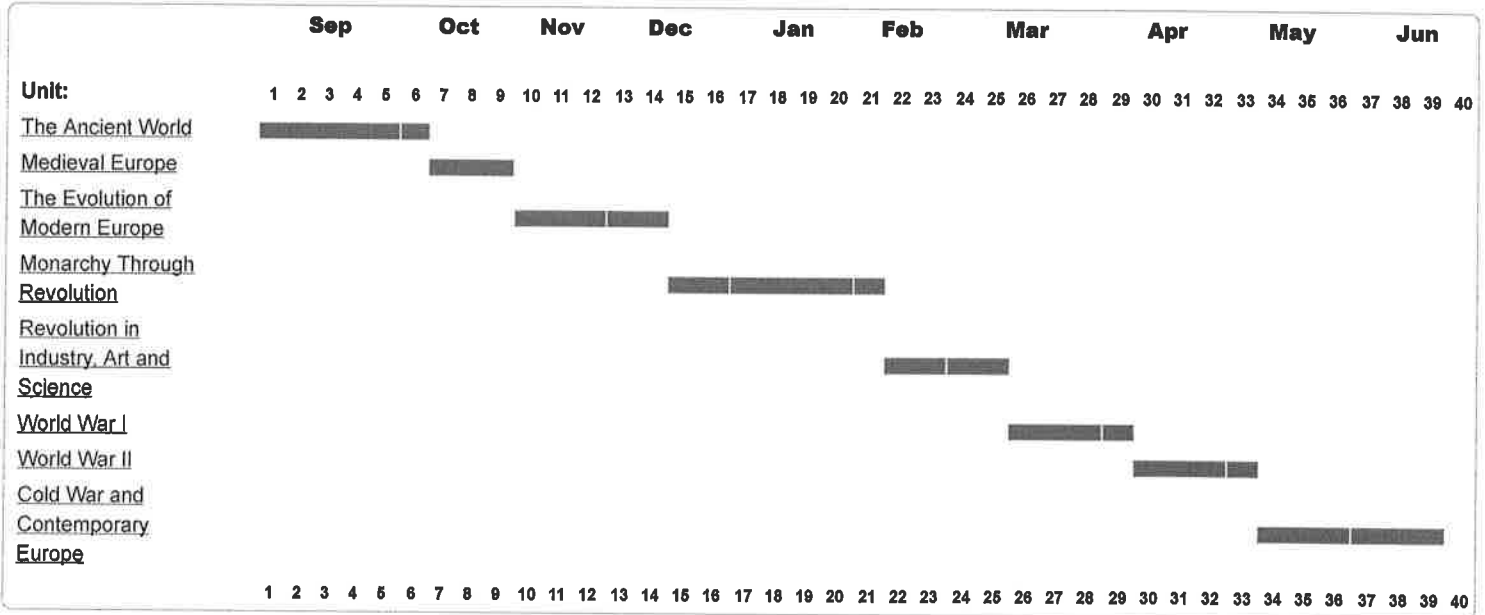*Professional & Student*

smore.com

Assessments (Titles)

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Anatomy/Physiology

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Gasco, Stephanie; Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

There are specific parent/caregiver practices that can maximize early childhood growth and development.

Developmental theorists provide insights and explanations of the stages of child development.

Development proceeds at an individual rate and builds on earlier learning.

Essential Question(s)

What kind of care is needed to encourage physical, social/emotional and intellectual developments in infants?

Guiding Questions

Factual, Conceptual, Provocative

- How do caregivers benefit from understanding developmental theories?
- How do infants communicate?

Standard(s)

Content and CCSS

🌐 CT State Dept of Ed FCS Framework

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Define terms related to the first year.
- Analyze temperament types.
- Identify and sequence typical developmental milestones that occur in infancy.
- Identify developmentally appropriate activities and practices that promote optimal growth and development of infants.
- Analyze hygiene, health and safety needs of infants.
- Analyze developmental theories of infants.
- Explain the roots of four emotions-love, fear, anxiety, and anger.

Content/Topics

Critical content that students must KNOW

- Physical and behavioral indicators that the teething process has begun, pain relief and proper dental hygiene
- The progression of motor skill development during the first year
- Methods of babyproofing home to keep infant safe
- Erik Erikson's theory of psychosocial

Skills

Transferable skills that students must be able to DO

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

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development
- Jean Piaget's theory of cognitive development
- How infants learn to communicate through language

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.

Core Learning Activities

- Create a persuasive poster convincing caregivers to understand the importance of physical play to develop an infant's gross motor skills and identify toys and games/activities that will help children achieve specific physical developmental milestones
- Match illustrations of milestones to descriptions, then sequence in order of aquisition

Resources
Professional & Student

Assessments (Titles)

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

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Gasco, Stephanie; Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Essential Question(s)

What kind of care is needed to encourage physical, social/emotional and intellectual development in toddlers?

Guiding Questions
Factual, Conceptual, Provocative

- How do caregivers influence the eating habits of toddlers?
- How can adults guide children so they can safely and successfully explore their expanding world?
- How can a caregiver positively influence the developing independence and self-concept of the toddler?
- What is the importance of a stimulating environment on learning?

Standard(s)
Content and CCSS

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- Define terms related to toddler age children
- Describe meals suitable for toddlers nutritional needs
- Designate effective guidance techniques for toddlers
- Create routines for toddlers that promote sound physical health (hygeine, sleeping, toilet training, exercise)
- Differentiate among the four methods of learning used by young children
- Strategize to childproof a home, room by room

Content/Topics
Critical content that students must KNOW

Skills
Transferable skills that students must be able to DO

Core Learning Activities

Resources
Professional & Student

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Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
	Information Literacy Problem Solving Spoken Communication Written Performance	

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Newtown Public Schools
Western Studies I+II

Newtown High School > Grade 9 > Social Studies > Western Studies I

Last Updated: Wednesday, June 24, 2015 by Candace Dietter

Collaboration

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

(Week numbers: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40)

- The Ancient World — weeks 1–6
- Medieval Europe — weeks 7–9
- The Evolution of Modern Europe — weeks 10–13
- Monarchy Through Revolution — weeks 15–21
- Revolution in Industry, Art and Science — weeks 22–25
- World War I — weeks 26–29
- World War II — weeks 30–33
- Cold War and Contemporary Europe — weeks 34–40

Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

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

- How do mountains, plains, and coastlines affect a nation?
- How does the environment influence the contacts groups have with each other?
- What effect does the environment have on a people's identity?

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

- How did the political, economic and military systems of the Ancient world impact their societies and the Mediterranean world?
- Under what conditions do conflicts and systems encourage and/or limit interactions of citizens of diverse groups?
- What leads groups to dominate others?

3. Belief systems and the exchange of culture cause conflicts and shape the values, traditions, and arts of a people.

- How did the beliefs of the Ancient world influence their art, architecture, and customs?
- What was the impact of cultural exchange on the beliefs and practices of the Ancient world?
- How do religion and philosophy influence a group's identity?
- What did the Romans create and invent which led to their advancement as a people?
- What causes some empires/nations to survive while others are destroyed?
- What new ideas did the Greek philosophers introduce (link to political systems)?

4. The exchange of culture and innovation can impact the identity of a people.

- What was the impact of cultural exchange on the Greeks?
- What did the Greeks discover, create, and invent which led to their advancement as a people?
- What leads to the advancement of civilizations?

Essential Question(s)	Guiding Questions *Factual, Conceptual, Provocative*
	1. Is it better to maintain cultural identity or meld into a broader culture?
	2. Can civilizations advance without cultural exchange?

Standard(s) *Content and CCSS*	Objective(s) <u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>
CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12	DOK- level 2- UNDERSTAND-Greek and Roman Culture

CCSS: Grades 9-10	DOK- Level 4-UNDERSTAND- Emperors

Reading: History/Social Studies

DOK- level 3- CREATE- The Roman Empire

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

DOK- Level 3- ANALYZE- Cultural Diffusion and Identity

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

DOK- Level 4- UNDERSTAND- Then and Now Assessment

Writing

DOK- Level 3- UNDERSTAND- Greeks and Romans Unit Test

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

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

CT: Social Studies Framework (2011 Draft)

CT: Grades 9-12

Standard 1: Content Knowledge

1.5 — Interaction of humans and the environment.

32. Analyze how a specific environment has influenced historical developments in a region/nation of the world.

Content/Topics
Critical content that students must KNOW

Five Themes of Geography, resources, Greece, Rome, Roman Republic, Twelve Tables, Punic Wars, Hannibal, Caesar, Roman Empire, Augustus, *Pax Romana,* Diocletian, Constantine, barbarian invasions, fall of the Western Empire, monarchy, oligarchy, democracy, Athens, Sparta, Persian Wars, Golden Age, Pericles, Peloponnesian Wars, polytheism, *Iliad, Odyssey,* the Parthenon, Olympics, Socrates, Plato, Aristotle, commerce, conquest, colonization, contact, Aeneid, Christianity engineering, legal principles, conquest, colonization, Alexander the Great, architecture, science, math

Skills
Transferable skills that students must be able to DO

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

Core Learning Activities

- Students will explore the Themes of Geography. They will examine each and its effect on different peoples. They will assess the importance of each of the themes on different peoples' everyday lives.
- Students will participate in a Civilization Game in

Resources
Professional & Student

- World History textbook

which they explore the meaning of "being civilized" and describe and examine the characteristics of a civilization.

- Students will explore the similarities and focus on the differences of Sparta and Athens as they are so close geographically but so different culturally. Students will look into each culture and use the Themes of Geography to gain an understanding of those differences. Students will then create a t-chart in preparation for writing letters to boys of the time period addressing their cultural differences.
- Students will identify and analyze the importance of Homer's works the *Iliad* and the *Odyssey* on the story of the Greeks. Using this information they will create their own epic poem combining ideas from the ancient Greek and modern world.
- Students will analyze Pericles' Funeral Oration to determine his view of the identity of the Athenians. Evaluate the oration as a source of history.
- Students will examine and analyze the reasons for the Fall of the Roman Empire. They will assess the impact of the emperorship and the spoils of Rome on the decline. They will also investigate other internal and external causes for the Fall. As a class, students will examine some of the same issues facing America today and assess to what extent America is "falling."

Assessments (Titles)

Greek and Roman Culture
Summative: Group Project

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

Emperors
Formative: Personal Project

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

The Roman Empire

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving
- Spoken Communication
- Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.

Interdisciplinary Connections

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Formative: Visual Arts Project

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

Cultural Diffusion and Identity
Summative: Expository Essay

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

Then and Now
Summative: Expository Essay

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

Greeks and Romans Unit Test
Summative: Written Test

At teacher's discretion, an end of unit test may be given.

Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. Political and religious systems develop in an attempt to stabilize and protect society.

- How did feudalism provide protection for citizens?
- How did the manor system impact Medieval Europe?
- What was the role of the church in feudal society?
  - What are the advantages and disadvantages of hierarchical systems?
  - What conditions fostered the development of the hierarchical systems?

2. Religious conquests spread new ideas and trade.

- How did the spread of Islam impact Europe?
- What motivated the Crusaders?
- How did the Crusades promote change in Europe?
- How does the spread of religion impact secular life?

3. Economic and political stability can promote the evolution of trade, the growth of towns, the development of a middle class, and the emergence of kingdoms.

- Why were guilds important?
- What were the conditions that promoted/threatened the growth of towns?
- How does economic and political stability advance society?

4. Discontent motivates one to challenge the political system and breeds a desire for individual rights.

- How did the Magna Carta introduce individual rights and challenge absolute monarchy in England?
- What causes citizens to fight for individual rights?

Essential Question(s)	Guiding Questions
	Factual, Conceptual, Provocative
	1. Do political and religious systems promote progress or stagnation?

Standard(s)	Objective(s)
Content and CCSS	Bloom/ Anderson Taxonomy / DOK Language
CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12	DOK-Level 3- CREATE- Systems in the Middle Ages
CCSS: Grades 9-10	
Writing	DOK- Level 3- UNDERSTAND- Medieval Europe Unit Test

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

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

CT: Social Studies Framework (2011 Draft)

CT: Grades 9-12

Standard 1: Content Knowledge

1.3 — Significant events and themes in world history/international studies.

16. Describe and evaluate models of historical periodization used to categorize events.

Content/Topics
Critical content that students must KNOW

Feudal system, chivalry, manor system, lords, serfs, Christianity, salvation, tithes, excommunication, interdict, castles, cathedrals, The Crusades, guilds, Black Death, King John, *Magna Carta*

Skills
Transferable skills that students must be able to DO

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

Core Learning Activities

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

Resources
Professional & Student

- World History textbook
- History of the Middle Ages

Assessments (Titles)
Systems in the Middle Ages Summative: Visual Arts Project

The students will prepare a guide to systems in the Middle Ages. They will consider four systems: feudalism, manorialism, the Church, and trade. The cover will illustrate each system. For each system, the student will identify its purpose, how it operated, and the impact of the

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's

Interdisciplinary Connections

Crusades on it. Diagrams may be used to enhance the explanations. **Medieval Europe Unit Test** **Summative: Written Test** At teacher's discretion, an end of unit test may be given.	scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.	

<< Previous Year

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Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. Economic stability encourages patronage of the arts, and the flourishing of new ideas.

- What changes did the Renaissance bring about?
- What were the economic conditions that gave rise to the Renaissance?
- How does an increase in technology lead to the dissemination of new ideas?
- Why do new ideas advance and culture flourish during times of economic stability?

2. When a worldview defined by religion shifts to one shaped by human potential it can lead to increased achievements in the arts and sciences.

- How did people's image of themselves change during the Renaissance?
- How did the views of religion in society change?
- Why did humanism promote advancements in the arts and sciences?
- What factors promote advancements in science and art?

3. Reformers challenge established practices, threaten authority, and promote alternative religious views.

- What were the beliefs that challenged the authority of the Roman Catholic Church?
- What was the impact of the Protestant Reformation on European society?
- What were the effects of the Reformation on political and religious institutions?
- How do changes by religious reformers contribute to changes in society?

Essential Question(s)

Guiding Questions

Factual, Conceptual, Provocative

1. Do new discoveries and ideas always benefit society?

2. Is cultural diffusion a positive or negative force?

Standard(s)

Content and CCSS

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

CCSS: Grades 9-10

Reading: History/Social Studies

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.9-10.10. By the end of grade 10, read and comprehend

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

DOK- Level 2- UNDERSTAND- Obituary from the Renaissance

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

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

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history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing

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

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

CT: Social Studies Framework (2011 Draft)

CT: Grades 9-12

Standard 2: History|Social Studies Literacy

2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues

15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.

20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation

Content/Topics
Critical content that students must KNOW

Growth of cities, patrons, inventions, trade, reformers, challenge established practices, threaten authority, promote alternative religious views, Martin Luther, John Calvin, Protestant Reformation, Henry VIII, Anglican Church, Catholic Church, John Locke, Thomas Hobbes

Skills
Transferable skills that students must be able to DO

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

Core Learning Activities

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

Resources
Professional & Student

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

Assessments (Titles)

Mock Trial- Martin Luther Summative: Dramatization

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

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Spoken Communication
- Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's

Interdisciplinary Connections

Obituary from the Renaissance
Formative: Narrative Writing
Assignment

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

Spirit of the Renaissance Award
Formative: Visual Arts Project

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

The Evolution of Modern Europe
Unit Test
Summative: Written Test

At teacher's discretion, an end of
unit test may be given.

scores will reflect appropriate
expectations for their developmental
level so this rubric will not count
towards satisfying the Graduation
Standards.

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Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. Growing awareness of individual rights may lead to challenges to established practices.

- How did the monarchies of England and France differ during the 1600's?
- How did the Glorious Revolution alter the role of the monarchy in England?
- How did the Enlightenment thinkers encourage political change?
- What causes leaders to violate the natural rights of citizens and abuse their power?
- What is the value of questioning our leaders?

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

- What were the causes of the French Revolution?
- What were the three estates and what were the rights and responsibilities of each?
- What were the ideals of the French Revolution?
- How did the French Revolution challenge the role of monarchies in Europe?
- How can the existence of social classes be a catalyst for social and political rebellion?

3. People may desire a strong ruler who can bring order and control in times of rapid change.

- How did Napoleon rise to power and why did the people follow him?
- In what ways did Napoleon bring order and control after the French Revolution?
- What were the similarities and differences between Napoleon and previous absolute monarchs?
- Did Napoleon further or undermine the ideals of the French Revolution?
- What makes people give up their individual rights to a strong leader?
- Why do people revert to traditional values after they have fought for change?

4. Political and social conservatives attempt to maintain the status quo during times of geopolitical boundary changes/revolutions.

- What was the "status quo" and what threatened that condition?
- Who fought against change during the French Revolution and its aftermath?
- How did the Congress of Vienna redraw the map of Europe?
- How did the increase in nationalism in Europe threaten the balance of power?
- Why are people drawn to conservatism?
- What causes nationalism within societies?

Essential Question(s)

Guiding Questions
Factual, Conceptual, Provocative

1. Are all absolute monarchs tyrannical?

2. Was the French Revolution notorious or glorious?

Standard(s)

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

CCSS: Grades 9-10

Reading: History/Social Studies

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

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

Writing

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

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

CT: Social Studies Framework (2011 Draft)

CT: Grades 9-12

Standard 3: Civic Engagement

3.1 Use evidence to identify, analyze and evaluate historical interpretations

2. Evaluate primary and secondary interpretations of a historical event.

4. Predict how alternative actions by individuals or groups might have changed a historical outcome.

Objective(s)

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

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

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

Content/Topics

Critical content that students must KNOW

Louis XIV, Versailles, absolute monarchy, Glorious Revolution, Parliament, Age of Enlightenment, Hobbes, Locke, Rousseau, Montesquieu, Voltaire, taxation, abuse of power, Louis XVI, English Civil War, French Revolution Events and Timeline, Napoleon Timeline, Congress of Vienna, Revolutions of 1830 and 1848, Louis XVI, Napoleon Bonaparte, status quo, Metternich System, geographical changes, liberalism, conservatism, balance of power, legitimacy, nationalism

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

Resources

Professional & Student

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

World History textbook

History Channel video- *The French Revolution*

Assessments (Titles)

Napoleon Bonaparte- A Revolutionary or King?
Summative: Expository Essay

Students will research through primary and secondary sources regarding Napoleon Bonaparte to gather information with which they will either write an essay or Napoleon's eulogy, explaining whether or not he furthered the ideals of the French Revolution.

Political Ideologies of the French Revolution.
Summative: Visual Arts Project

Students will create a brochure written during the Reign of Terror to persuade people to support the Jacobins, Girondins, a limited monarchy, or an absolute monarchy. Include a cover that identifies the position, a political cartoon that visually expresses the point-of-view,

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Problem Solving
- Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.

Interdisciplinary Connections

and an essay appealing to the audience. The brochure should reflect the events and changes as of October 1793. **Monarchy Through Revolution Unit Test** **Summative: Written Test** At teacher's discretion, an end of unit test may be given.		

<< Previous Year

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

Wednesday, May 20, 2015, 3:18PM

Newtown High School > 2014-2015 > Grade 9 > Social Studies > Western Studies I > Week 22 -
Week 25

Last Updated: Thursday, July 10,
2014 by Lisa Meyer

Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. People utilize human and natural resources based on location, physical environment, population density an
dscarcity.

- Why did the Industrial Revolution begin in Great Britain?
- How did people utilize geography to develop industry?
- How did population density and industrialization relate?
- What elements are necessary for the growth of industry?

2. New technology forces society to adapt to changing conditions.

- How were people's lives positively and/or negatively impacted by the Industrial Revolution?
- How did the Industrial Revolution change the structure of society?
- How did new technology impact the production process during the Industrial Revolution?
- Why do businesses seek technological advancement?
- Do citizens pay a price for advancements in technology?

3. Political and economic philosophies compete to address the changing circumstances driven by new technology.

- How did labor unions and reforms of the Industrial Revolution achieve their goals?
- What philosophies emerged during the Industrial Revolution in an attempt to solve problems?
- What is the role of government in the economy?

4. Arts and Sciences reflect the changes in society.

- What are Realism and Romanticism?
- How did the Industrial Revolution influence literature, art and music?
- How do the arts and sciences inspire people to make change?

5. Advances in science promote change while challenging accepted beliefs and practices.

- How did scientific discoveries challenge accepted beliefs and practices?
- How did scientific discoveries benefit agriculture, industry, medicine, and the arts during the 19th and 20th centuries?
- How did scientific theories challenge the ways people understood themselves and the world?
- Do advances in science promote social stability or instability?

# Essential Question(s)	# Guiding Questions
	Factual, Conceptual, Provocative
	1. Is the world a better place due to industrialization?
	2. Is progress always positive?

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Writing

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

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

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

CCSS: Grades 9-10

Reading: History/Social Studies

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

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

CT: Social Studies Framework (2011 Draft)

CT: Grades 9-12

Standard 1: Content Knowledge

1.3 — Significant events and themes in world history/international studies.

28. Evaluate the role and impact of the significant individuals on historical events (e.g. Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela, Arafat, Che Guevara, Gorbachev, Osama bin Laden).

Objective(s)

<u>Bloom/ Anderson Taxonomy / DOK Language</u>

DOK- Level 2 UNDERSTAND- Cereal Box Assignment

DOK- level 4 ANALYZE- Legislation and the Industrial Revolution

DOK- Level 4 CREATE- Create an Invention

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

Content/Topics

Critical content that students must KNOW

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

Skills

Transferable skills that students must be able to DO

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

Core Learning Activities

- Students will conduct a simulation of a production line from the Industrial Revolution. They will experience first hand the working conditions and labor issues that arose in factories of the time. They will examine the differences between cottage and factory systems and the positives and negatives of each. After the simulation students will analyze labor/management conflicts as well as the rise of unions.
- Students will analyze literature to uncover harsh working conditions and life in general during this time period through the use of Charles Dickens-*Oliver Twist, Hard Times, Bleak House* and primary source documents (testimonials).
- Students will analyze primary source documents to determine if and how problems of harsh working conditions and child labor were solved. They will examine the beginnings of how government instituted laws and regulations to protect the workers.
- Students will play the Game of the Industrial Revolution to introduce reasons why the Industrial Revolution began in Britain. Students invest in products and new technologies available during the Industrial Revolution and see how positive and negative events affect their investments.

Resources
Professional & Student

World History textbook

Assessments (Titles)

Cereal Box Assignment
Formative: Other Visual Assessments

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

Legislation and the Industrial Revolution
Summative: Group Project

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

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Problem Solving

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.

Interdisciplinary Connections

Parliament to address the problem.

Create An Invention
Summative: Personal Project

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

Revolution in Industry, Art and Science Unit Test
Summative: Written Test

At teacher's discretion, an end of unit test may be given.

<< Previous Year

Unit Planner: World War I
Western Studies I

Wednesday, May 20, 2015, 3:19PM

Newtown High School > 2014-2015 > Grade 9 > Social Studies > Western Studies I > Week 26 -
Week 29

Last Updated: Monday, July 14,
2014 by Lisa Meyer

Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. Nationalism, imperialism, militarism and the alliance system may cause political and economic competition leading to conflict.

- What are nationalism, imperialism, militarism and the alliance system?
- How did nationalism, imperialism, militarism and the system of alliances directly impact the countries of Europe leading up to WWI?
- How does pride lead to competition and conflict?
- Why did the Russian Revolution occur?

2. New technology forces a nation's military to adapt and impacts civilians.

- What were the key new technologies of WWI?
- Why did trench warfare result from the use of new technologies in WWI?
- How did trench warfare impact the psychological state of the average soldier?
- What was the result of the new military advances on the citizens?
- How did propaganda develop into a weapon of war?
- Why do the military employ new strategies?

3. Economies rise and fall based on the results of war.

- What effect did WWI have on the economies of Russia, Germany, France, and Great Britain?
- How can war be beneficial to an economy?

4. When people seek revenge in post-war settlements they plant the seeds of future conflict.

- How did "the past" impact the Treaty of Versailles?
- Was the Treaty of Versailles fair/justified?
- How did the Germans respond to the Treaty of Versailles?
- How did the Treaty of Versailles plant the seeds that caused WWII?
- Why is the idea of revenge so powerful that it often gets in the way of problem solving?
- Why do people often have a hard time putting aside feelings of revenge?

# Essential Question(s)	# Guiding Questions
	Factual, Conceptual, Provocative
	1. Do new military technologies benefit or harm the human race?
	2. Why is it so hard to forgive?
# Standard(s)	# Objective(s)

Content and CCSS	Bloom/ Anderson Taxonomy / DOK Language
CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12	DOK- Level 3 ANALYZE- Letter Home from the Trenches
CCSS: Grades 9-10	DOK- Level 4 CREATE- The Impact of the Treaty of Versailles
Reading: History/Social Studies	DOK- Level 3 UNDERSTAND- WWI Unit Test
Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
Writing	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
CT: Social Studies Framework (2011 Draft)	
CT: Grades 9-12	
Standard 2: History|Social Studies Literacy	
2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)	
2. Cite specific textual evidence to support analysis of primary and secondary sources.	

Content/Topics

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

Nationalism, imperialism, militarism, Triple Alliance, Triple Entente, Bolsheviks, Lenin, Archduke Ferdinand, allies, mobilization, Schlieffen Plan, trench warfare, war in the air, stalemate, biological warfare, tanks, submarines, reparations, economic boom during times of war, depression, Treaty of Versailles, anger of the Germans, inflation and depression

Skills

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

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

Core Learning Activities

Resources

Professional & Student

- Students will investigate the geography of Europe as they review map skills and locate the countries within Asia, Africa and Europe. Through the maps they will also identify the alliances that were created in World War I and the movements of the war.
- Students will view real footage of war and accounts of it as put together in the Century video. They will respond to questions as they view the content material.
- Students will use an in-house database, ABC-Clio, to analyze pictures of World War I and assess events as they are portrayed.
- Students will read and analyze primary sources to gain insight to the changing views of soldiers as the war progressed and the impact of the Treaty of Versailles and its partial inclusion of Wilson's 14 Points on the rest of the world.

Assessments (Titles)

Letter Home from the Trenches
Summative: Narrative Writing Assignment

Students will write a letter home from the persona of a soldier during the war. They will explain what war is like for them supporting the contents of the letter with factual information related to the events of World War I.

The Impact of The Treaty of Versailles
Summative: Group Project

Working in groups representing the Big Four, Germany, and reporters in Britain, the students will examine documents relevant to the Treaty of Versailles. They will role play their views concerning its fairness/unfairness.

WWI Unit Test
Summative: Written Test

At teacher's discretion, an end of unit test may be given.

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.

Interdisciplinary Connections

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Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. Economic hardships may lead to political and social instability.

- How did the Treaty of Versailles lead to political and social instability?
- How does a strong leader influence people during times of political or social hardships?
- How can "economic hardship" lead to a "depression"?

2. Nationalism, imperialism, militarism and the alliance system may cause political and economic competition leading to conflict.

- What is totalitarianism?
- How did nationalism, totalitarianism, imperialism, militarism, and system of alliances directly impact countries leading up to WWII?
- How can nationalism, imperialism, militarism, and the system of alliances be both beneficial and detrimental to a nation?

3. Revenge and ambition can lead to conflict.

- What groups, nations and leaders were seeking revenge during WWII?
- In what ways did historical relationships affect which countries sought revenge during WWII?
- How do feelings of resentment shape one's perspective?
- How can ambition cause war?

4. Ethnocentrism can lead to political and social injustice.

- What is ethnocentrism?
- What types of social injustices took place during WWII?
- What is genocide?
- When do nations need ethnocentrism?

5. A shift in the balance of power can lead to cooperation and conflict.

- How did Hitler change the balance of power in Europe?
- How did the nations of Europe and the U.S. respond to Hitler's aggression?
- How did technological advancement and military strategies throw off the balance of power?
- Why do nations cooperate?
- Why is maintaining a balance of power desirable?

Essential Question(s)

Guiding Questions

Factual, Conceptual, Provocative

1. Does cooperation backfire?

2. When alliances have formed, is war inevitable?

3. Do an individual's natural rights trump societal concerns during war times?

Standard(s)

Content and CCSS

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

CCSS: Grades 9-10

Reading: History/Social Studies

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

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

Writing

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

☐ Show details

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

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

CT: Social Studies Framework (2011 Draft)

CT: Grades 9-12

Standard 1: Content Knowledge

1.3 — Significant events and themes in world history/international studies.

29. Evaluate the impact of major belief systems on societies and nations (e.g. religions, philosophies, political theories)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 2 APPLY- WWII Topical Presentations

DOK- Level 4 ANALYZE- Journal Assignment

DOK- Level 3 UNDERSTAND- WWII Unit Test

Content/Topics

Critical content that students must KNOW

Depression, national stability, Hitler, Mussolini, totalitarianism, fascism, Nazism, communism, nationalism, revenge, ethnocentrism, Holocaust, Allied Powers, Axis Powers, Anschluss, appeasement, Nazi-

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a

Soviet Pact, blitzkrieg, D-Day, Fall of Berlin, Churchill, Stalin, FDR, Yalta, Potsdam.	variety of purposes.

Core Learning Activities

- Working with local resources students will attend a lecture/discussion on WWII with speakers who experienced it. In addition they will be able to view and ask questions about museum artifacts from the war.
- Students will read and analyze primary source documents of Hitler's policies/fascism in Europe and the successes and failures of those policies.

Resources
Professional & Student

Assessments (Titles)

WWII Topical Presentations
Summative: Oral Report

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

WWII Journal Assignment
Summative: Narrative Writing Assignment

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

WWII Unit Test
Summative: Written Test

At teacher's discretion, an end of unit test may be given.

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Spoken Communication
- Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.

Interdisciplinary Connections

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Unit Planner: Cold War and Contemporary Europe
Western Studies I🎥

Wednesday, May 20, 2015, 3:20PM

Newtown High School > 2014-2015 > Grade 9 > Social Studies > Western Studies I > Week 34 -
Week 39

Last Updated: Thursday, July 10,
2014 by Lisa Meyer

Dietter, Candace; Meyer, Lisa

Enduring Understanding(s)/ Generalization(s)

1. Military alliances may promote security and interdependence, but may also heighten tensions.

- How did the Truman Doctrine contain communism?
- How did NATO, the Warsaw Pact and the United Nations promote security and interdependence?
- How can unity lead to conflict?

2. Governments may attempt to create political stability through social and economic intervention.

- How do socialism and communism differ from capitalism?
- How was communism and/or socialism used to create social and economic equality?
- How was the Marshall Plan used to create political and economic stability?

3. A state of hostility exists when clashing ideologies compete for military supremacy.

- What was meant by the "Iron Curtain"?
- What was the "Cold War"?
- How does a military buildup create a state of hostility?
- How can nuclear parity create a sense of security?

4. Political, ethnic, and religious oppression may lead to conflict and socio-political changes.

- How did the fall of communism contribute to the change in governments of Eastern Europe?
- How did the fall of communism create rivalries in Eastern Europe?
- How does oppression lead to change?

5. Interdependence may promote stability.

- How does the EU promote economic cooperation?
- How does the European Community address the crisis of global warming?
- Is European interdependence exclusionary or inclusionary in practice?
- How does economic cooperation create security/insecurity?

Essential Question(s)	Guiding Questions
	Factual, Conceptual, Provocative
	1. What is the cost of increasing interdependence?

Standard(s)	Objective(s)
Content and CCSS	Bloom/ Anderson Taxonomy / DOK Language
CCSS: Literacy in History/Social Studies, Science, &	DOK- level 4 CREATE- European Union Today

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	DOK- Level 3 ANALYZE- Cold War Timeline
Technical Subjects 6-12	
CCSS: Grades 9-10	DOK- Level 3 UNDERSTAND- Cold War and Contemporary Europe Unit Test
Reading: History/Social Studies	
Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
Writing	
Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
WHST.9-10.1. Write arguments focused on discipline-specific content.	
CT: Social Studies Framework (2011 Draft)	
CT: Pre Kindergarten	
Standard 2: History|Social Studies Literacy	
2.2 — Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).	
3. Share information gathered from senses, print or media sources in a variety of ways (e.g. retell a story, create a simple graph with assistance, draw a picture to represent an experience).	

Content/Topics
Critical content that students must KNOW

Truman Doctrine, NATO, Warsaw Pact, Marshall Plan, market economy, command economy, capitalism vs. communism, detente, Gorbachev, perestroika, glasnost, arms race, Iron Curtain, invasion of Afghanistan, Cold War, nuclear proliferation, 1980 Olympic boycott, Cuban Missile Crisis, espionage, CIA, KGB Communist Bloc countries, Stalinism, Berlin Wall, Berlin Airlift, division of Germany, ethnic cleansing, autonomy, Chechnya, break up of Czechoslovakia and Yugoslavia, Bosnia, Kosovo, fall of communism, European Community, European Union

Skills
Transferable skills that students must be able to DO

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

Core Learning Activities

- Students will explore the use of propaganda during World War II by using pop culture. The

Resources
Professional & Student

students will determine the author's point-of-view, the topics portrayed in the medium of choice, and then they will determine how it is propaganda and whether or not it would be found to be offensive today.

Assessments (Titles)

European Union Today
Other written assessments

Students will choose a country seeking entrance in to the European Union. They will write a proposal to join the EU including reasons it would be advantageous for the country and the EU, and they will write a response from the EU specifying its views on the benefits and the concerns of admitting the nation.

Cold War Timeline
Summative: Other Visual Assessments

Students will create a timeline of Cold War events 1945-1990 for each of the following countries: East Germany, Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, and the USSR. Identify the advantages and the disadvantages each country possessed as they made the transition to post communist governments.

Cold War and Contemporary Europe Unit Test
Summative: Written Test

At teacher's discretion, an end of unit test may be given.

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Problem Solving
- Written Performance

Graduation Standards rubrics will be introduced to the freshman classes as a way to familiarize them with learning expectations. Student's scores will reflect appropriate expectations for their developmental level so this rubric will not count towards satisfying the Graduation Standards.

Interdisciplinary Connections

<< Previous Year

29

Newtown Public Schools
Literary Perspectives on Sports

Newtown High School > Grade 12 > English Language Arts > Literary Perspectives on Sports

Last Updated: Wednesday, April 1, 2015 by Abi Marks

Collaboration

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4 5 6 7 8 9	10 11 12 13	14 15 16 17	18 19 20 21 22 23	24 25 26 27	28 29 30 31 32	33 34 35 36	37 38 39 40		
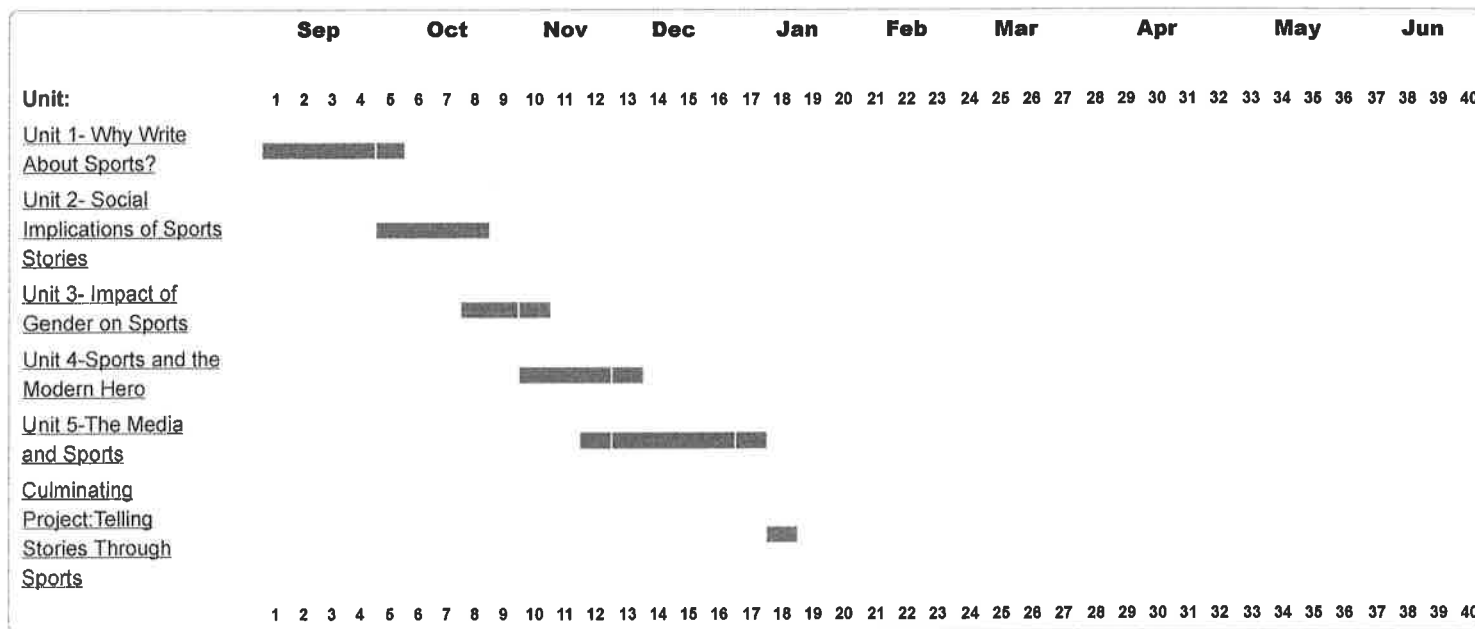
Unit 1- Why Write About Sports?

Unit 2- Social Implications of Sports Stories

Unit 3- Impact of Gender on Sports

Unit 4-Sports and the Modern Hero

Unit 5-The Media and Sports

Culminating Project:Telling Stories Through Sports

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

Newtown High School   2014-2015   Grade 12   English Language Arts   Literary Perspectives on Sports   Week 1 - Week 5

Lye, Rick; Marks, Abi; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

There are multiple definitions of sports.

Sports provide value to society on multiple levels, including physical, emotional and social.

People watch, play and share stories about sports for a variety of reasons.

The genre a writer chooses for writing about sports impacts what the work reveals about sports and society.

Essential Question(s)

What defines a sport?

What impact do sports have on society?

How does literature influence the impact that sports have on society?

Guiding Questions
Factual, Conceptual, Provocative

1. Why do people play sports?

2. Why do people watch sports?

3. What do literature and media reveal about the value of sports versus the risk involved?

4. How can I effectively and provocatively write about sports?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central idea:

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- students will connect their own athletic experiences with those of other economic and cultural groups
- students will analyze how literature and media reveal the impact of sports on society.
- students will evaluate how perspective influences one's approach to playing, viewing and writing about sports.
- students will explore and analyze different types of sports writing, including non-fiction reporting, fiction, and poetry
- students will create an original sports memoir
- students will evaluate the value of sports given the risks involved.

of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading: Informational Text

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and

other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Content/Topics
Critical content that students must KNOW

- sports are varied and diverse
- there is no defined meaning of sports but there are identifiable characteristics
- watching sports fulfills a social need
- people play sports for health and enjoyment
- there are different types of sports writing for different purposes

Skills
Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Students will develop analysis, synthesis, and evaluative process skills as they...

1. demonstrates strategies to identify, locate, and interpret information
2. relates and applies new knowledge using a variety of resources and technology
3. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
4. convey information and ideas in a given written format

5. demonstrates strategies to identify, locate, and interpret information

Instructional Strategies:
1. Explore and present information about mainstream and fringe sports
2. Examine the kinesthetic connections and differences in various sports to create poetry illustrating the characteristics of sports
3. Draw connections betweeen various memoirs to create their own memoirs as sports fans.
4. Poll peers and identify the reasons why people play sports.

Core Learning Activities

1. Sports Poems: students write and illustrate a poem that illustrates the grace and beauty of bodies in motion.

2. Oral Presentation: working in pairs, research and present a non-mainstream sport or sport personality.

3. Modeled on *Fever Pitch,* create a memoir about being a fan

4. Write an analytical essay that exemplifies how a piece of art or music shows why people watch or play sports.

5. Given the recent data about concussions and sport, debate the merit of playing high school sports.

Resources
Professional & Student

Book:

Fever Pitch, Nick Hornby

Missing Links, Rick Reilly

Film:

Rudy, directed by David Anspaugh

Additional Materials:

"The Last American Hero" Tom Wolfe

"The Kentucky Derby is Decadent and Depraved" Hunter S. Thompson

"The Ball," "The Duty of Losing," and "The Sin of Losing" Eduardo Galleano

Keeping Score: Sports Poems for Every Season (excerpts), Robert Hamblin

http://www.pbs.org/wgbh/pages/frontline/league-of-denial/

http://www.theatlantic.com/magazine/archive/2013/10/the-case-against-high-school-sports/309447/

Assessments (Titles)

Sports Memoir
Summative: Narrative Writing Assignment

Sports Memoir based on Fever Pitch.

Sports Memoir.doc

Sports Survey

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Spoken Communication

Interdisciplinary Connections

Given the debate about brain injuries in sports, especially football, a correlation can be made between this activity and anatomy classes.

5

Formative: Other oral assessments	• Written Performance	
Students will complete the sports survey to determine what defines a sport. Sports Survey.doc		

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Lye, Rick; Marks, Abi; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Playing or watching sports can both unite and divide people.

Different cultures put different emphases on sports.

Sports can both reflect and influence the culture of a particular group or time period.

Literature and film about sports both comment on and reflect cultural biases.

Essential Question(s)

Are sports culturally important?

What is the power of reading or watching sports stories?

Guiding Questions
Factual, Conceptual, Provocative

1. What is the role of sports in society?

2. What is the role of race/ethnicity in sports?

3. Do sports divide or unite?

4. What role does financial status play in the availability of sports?

5. How do the choices made by writers and filmmakers telling sports stories impact the social message of the story?

6. How do writers/filmmakers use sports to draw attention to other social issues?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as

Objective(s)
<u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>

- Students will examine the role of sports in their lives
- Students will investigate the impact of race on sports
- Students will identify the dividing and unifying characteristics of sports
- Students will identify and interpret the ways socio-economic conditions influence sports
- Students will evaluate how sports stories connect disparate people
- Students will synthesize sources to evaluate the impact of sports stories on society.

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inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Reading: Informational Text

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

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

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the

claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Content/Topics
*Critical content that students must **KNOW***

- Sports play an important role in society
- Race and ethnicity have a bearing on sports
- Sports create divisions within society
- Socio-economic conditions deteermine availability of sports

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

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

Students will develop analysis, synthesis, and evaluative process skill as they....
1. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multi-media
2. take and support a position on information and ideas
3. convey information and ideas in a given written format
4. relate and apply new knowledge using a variety of resources including technology
5. demonstrate strategies to identify, locate, and interpret

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Core Learning Activities

1. Text based seminar on *Hoop Dreams*

2. Analytical essay that addresses one of the four guiding questions for the unit

3. Analysis of whether cinema sugarcoats and/or glorifies the social issues surrounding athletics

4. Historical comparison of the condition surrounding Odessa, TX in *Friday Night Lights* and the current economic conditions in America.

5. Debate the impact football has on both the school and community of Odessa, TX in *Friday Night Lights* to determine if football has a positive or negative impact on the community.

Resources
Professional & Student

Book:

Friday Night Lights, Buzz Bissinger

The Miracle of St. Anthony's, Adrian Wojnarowski

Film:

Hoop Dreams, directed by Steve James

Additional Materials:

"The Death of [Paret]" Norman Mailer

How Soccer Explains the World (excerpts), Franklin Foer

Clemente: The Passion and Grace of Baseball's Last Hero (excerpts), David Maraniss

Going Deep: Great American Sports Stories (excerpts), Gary Smith

"Race, Cultural Capital, and the Educational Effects of Participation in Sports" Tamela McNulty Eitle and David J. Eitle

Keeping Score: Sports Poems for Every Season (excerpts), Robert Hamblin

ADDRESS to the National Association of Independent Schools.doc
After the Gold Rush-Ansonia Questions.doc
Friday Night Lights Prologue Close Reading.doc
Still dreaming-Hoop Dreams Afterward.doc
https://www.youtube.com/watch?v=4KnjJskiPg0
http://www.ctpost.com/local/article/After-the-Goal-Rush-2431134.php

Assessments (Titles)
Friday Night Lights Debate
Formative: Speech
Friday Night Lights Debate.doc

Hoop Dreams/Friday Night Lights Comparison
Formative: Expository Essay
Hoop Dreams.doc

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

• Information Literacy

Interdisciplinary Connections

Connecting economic conditions in *Friday Night Lights* with the current economy in America can relate the students' work in both economics and government.

Friday Night Lights-Financial Crisis **Summative: Expository Essay** financial crisis rubric.doc	▪ Spoken Communication ▪ Written Performance	

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Lye, Rick; Marks, Abi; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Sports can both highlight and bridge gender differences.

Female athletes have to overcome issues that male athletes do not.

Essential Question(s)

Do women's sports matter?

Why write about women's sports?

Guiding Questions
Factual, Conceptual, Provocative

Does Title IX promote equality?

Why are sports gender segregated?

In literature, do female and male sporting stars have to overcome the same issues?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- Students will research why sports are separated by gender and discuss how that impacts athletes and teams
- Students will evaluate the implementation of Title IX and its ramifications and benefits.
- Students will identify female athletes and teams that have had a significant impact on society and why they are essential to sports.
- Students will evaluate what it means to be "feminine," and how that relates to female athletes.

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W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

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

Speaking & Listening

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting

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evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Content/Topics
Critical content that students must KNOW

- Sports have always been segregated by gender
- Title IX has opened the door for womens sports in America
- Women's sports play an important role in society
- Women can be athletic and retain "femininity."

Skills
Transferable skills that students must be able to DO

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

Students will develop analysis, synthesis, and evaluative process skill as they....
1. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multi-media
2. take and support a position on information and ideas
3. convey information and ideas in a given written format
4. relates and applies new knowledge using a variety of resources including technology
5. demonstrates strategies to identify, locate, and interrpret information
6. take and support a position on information and ideas.

Core Learning Activities

Assessments:

1. Analytical essay considering the impact and importance of Title IX.

2. The Great Debate: Does Title IX work?

3. Based on Blais's book, profile a local girls' sports figure

Resources
Professional & Student

Book:

In These Girls, Hope is a Muscle, Madeline Blais

Film:

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or team to see if women have similar experiences today

Instructional Strategies:
1. Examine why sports are separated by gender and how that impacts athletes and teams
2. Examine the implementation of Title IX and its ramifications and benefits
3. Identify female athletes and teams that have had a significant impact on society and why they are essential to sports
4. Explore and decide what it means to be "feminine" and how that relates to female athletes.

A League of their Own, directed by Penny Marshall

Supplemental Materials:

Playing with the Boys, Ellen McDonagh and Laura Pappano

Let Me Play, Karen Blumenthal

Title IX, Linda Jean Carpenter

"Women, Sports, and Science: Do Female Athletes Have an Advantage?" Sandra L. Hanson and Rebecca S. Kraus

"Separating the Men from the Girls: The Gendered Language of Televised Sports" Michael A. Messner, Margaret Carlisle Duncan, Kerry Jensen

"Laying the Foundation for Girls' Healthy Futures: Can Sports Play a Role?" Martha Brady

"Girls in Extreme Sports" Kyanna Sutton

"Left Behind Series" Katie Thomas

Keeping Score: Sports Poems for Every Season (excerpts), Robert Hamblin

Assessments (Titles)

Title IX
Summative: Expository Essay
Analytical essay considering the impact and importance of Title IX.

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Spoken Communication
- Written Performance

Interdisciplinary Connections

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Unit Planner: Unit 4-Sports and the Modern Hero Literary Perspectives on Sports

Monday. April 6. 2015. 9:48AM

Newtown High School ∷ 2014-2015 ∷ Grade 12 ∷ English Language Arts ∷ Literary Perspectives on Sports ∷ Week 10 - Week 13

Last Updated: Wednesday, April 1, 2015 by Abi Marks

Lye, Rick; Marks, Abi; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Society should examine whether it should hold athletes as role models.

Athletes follow different moral codes based on situational ethics.

Great literature bridges classical tropes with modern events.

Essential Question(s)

What defines a modern hero?

Should athletes be held to a higher standard than the general population?

Guiding Questions
Factual, Conceptual, Provocative

1. What defines a coach?

2. Do elite athletes have social obligations?

3. Are athletes role models?

4. What are the moral guidelines of sports?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading: Informational Text

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- The student will evaluate the morality associated with coaching
- The student will classify the decision making process of athletes both on and off the field.
- The student will analyze the behavioral expectations of athletes, fans, and coaches
- The student will synthesize sources to define the modern hero.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing

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

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

Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Content/Topics
Critical content that students must KNOW

- The hero cycle appears repeatedly in literature.
- A coach has a moral responsibility to the athlete
- Elite athletes have a social obligation to better the world around them
- Athletes are role models
- Athletes, fans, and coaches should conduct themselves in a civilized manner.

Skills
Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Students will develop analysis, synthesis, and evaluative process skills as they...

	1. demonstrates strategies to identify, locate, and interpret information
	2. relates and applies new knowledge using a variety of resources and technology
	3. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
	4. convey information and ideas in a given written format
	5. demonstrates strategies to identify, locate, and interpret information

Core Learning Activities

1. Create the modern American Sports hero

2. Persuasive speech taking a side on an issue in sports today

3. Create a collage showing the expansive impact of athletes on advertisements

Instructional Strategies:
1. Evaluate the morality associated with coaches
2. Examine the impact of elite athletes on society
3. Classify the decision making process of athletes both on and off the field
4. Analyze the behavioral expectations of athletes, fans, and coaches

Resources
Professional & Student

Book:

The Natural, Bernard Malamud

Where Men Win Glory, Jon Krakauer

Movies:

Eight Men Out, John Sayles

Additional Material:

Muhammed Ali, Thomas Huser

The Miracle of St. Anthony's, Adrian Wojnarowski

"Casey at the Bat" Ernest Thayer

"Casey's Revenge" Grantland Rice

⊕ http://sports.espn.go.com/espn/eticket/story?page=tillmanpart1
⊕ https://sites.google.com/site/wheremenwinglory1000/home
⊕ http://www.youtube.com/watch?v=jcqLIT44rR8

Assessments (Titles)

Where Men Win Glory Website Summative: Personal Project

In groups of 3-4, students will create an annotated website based on an assigned chapter of *Where Men Win Glory*

☐ Where Men Win Glory website.docx

The Natural Assessment Formative: Expository Essay

☐ The Natural assessment

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Students will learn to create a website on their connecting with their web design class and will assist them in the future.

(2).docx		
Sports Issue Persuasive Speech **Formative: Other oral assessments** Persuasive Speech.doc		

Newtown High School > 2014-2015 > Grade 12 > English Language Arts > Literary Perspectives
on Sports > Week 12 - Week 17

Last Updated: Wednesday, April 1,
2015 by Abi Marks

Lye, Rick; Marks, Abi; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

The media controls sports narratives.

Journalists' obligation to truth and entertainment can conflict.

Essential Question(s)

What is the role of the media on sports?

How does new media change writing styles?

Guiding Questions
Factual, Conceptual, Provocative

1. How does the media use narrative to create and
destroy public figures?

2. How does modern media affect sports?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

RL.11-12.6. Analyze a case in which grasping a point of
view requires distinguishing what is directly stated in a text
from what is really meant (e.g., satire, sarcasm, irony, or
understatement).

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

RL.11-12.7. Analyze multiple interpretations of a story,
drama, or poem (e.g., recorded or live production of a play
or recorded novel or poetry), evaluating how each version
interprets the source text. (Include at least one play by
Shakespeare and one play by an American dramatist.)

Reading: Informational Text

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

RI.11-12.3. Analyze a complex set of ideas or sequence of
events and explain how specific individuals, ideas, or
events interact and develop over the course of the text.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- Students will conceptualize the influence of the
  media on his/her perception of athletes
- Students will explore the impact of the media on
  athletes and their sports
- Students will learn different styles of journalism
- Students will describe an event using biased and
  unbiased journalism

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Writing

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

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

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

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

Content/Topics
Critical content that students must KNOW

new journalism

biased and unbiased journalism

Skills
Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Students will develop analysis, synthesis, and evaluative process skills as they...

1. demonstrates strategies to identify, locate, and interpret information
2. relates and applies new knowledge using a variety of resources and technology
3. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
4. convey information and ideas in a given written format
5. demonstrates strategies to identify, locate, and interpret information

Core Learning Activities

Resources
Professional & Student

1. Interview a coach or athlete for a feature sports article.

2. "Cover" a sporting event and write opposing pieces as both an objective observer and as a local biased reporter.

3. Select and analyze sports articles from at least two media sources to explore the different manners in which they approach the same subject.

Instructional Strategies:

1. Conceptualize the influence of the media on his/her perception of athletes
2. Explore the impact of the media on athletes and their sports.

Game of Shadows Mark Fainaru-Wada and Lance Williams

Flashing Before My Eyes Dick Schaap

Additional Resources:

1. "A Dynasty in the Making" David Halberstam

2. "Race, Quarterbacks, and the Media: Testing the Rush Limbaugh Hypothesis" David Niven

http://www.thedailybeast.com/articles/2013/02/15/the-unwarranted-mythology-of-oscar-pistorius.html

http://www.youtube.com/watch?v=2aKrjz2s7aE

http://sports.yahoo.com/blogs/highschool-prep-rally/not-just-athletes-tweeting-much-social-media-scares-152528175.html

http://www.youtube.com/watch?v=eaW8RSLa1Cw

Assessments (Titles)

Game of Shadows
Summative: Expository Essay

Game of Shadows.doc

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Written Performance

Interdisciplinary Connections

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Lye, Rick; Marks, Abi; Thomas, Jacob

Enduring Understanding(s)/ Generalization(s)

Lesser known events can make powerful stories.

Essential Question(s)

The universality of stories means that people will connect to events that many consider insignificant.

Guiding Questions

Factual, Conceptual, Provocative

Why is this story important?

How can I use visuals and journalistic style to tell a story in an engaging way to convey a message?

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

Objective(s)

<u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>

Students will analyze the way ESPN makes their 30-for30 Documentaries and create an engaging sports movie

Students will complete a complex multimedia project project with multiple steps and work collaboratively

Students will analyze sporting events to pull out the stories that have universal appeal

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presentations.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Content/Topics

Critical content that students must KNOW

- The elements of a documentary
- How to write a narrative and then convert it to film using sound and pictures to illustrate
- Researching events to find stories that have universal appeal

Skills

Transferable skills that students must be able to DO

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

Students will develop analysis, synthesis, and evaluative process skills as they...

1. demonstrates strategies to identify, locate, and interpret information
2. relates and applies new knowledge using a variety of resources and technology
3. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
4. convey information and ideas in a given written format
5. demonstrates strategies to identify, locate, and interpret information

Core Learning Activities

Students learn about the content and format of sports documentaries.

Students learn the process of making a documentary, including scripting, storyboarding, and film editing

Resources

Professional & Student

film editors such as iMovie or Windows Movie Maker

🌐 http://espn.go.com/30for30/

Assessments (Titles)

Final Exam
Summative: Personal Project

📄 30 for 30 Sports Lit.docx

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy

Interdisciplinary Connections

Video Production- students will be producing their own ESPN style 30-For-30 movies.

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	▪ Spoken Communication	

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