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

Minutes of the Board of Education meeting on April 2, 2019 at 7:30 p.m. in the Reed School Library.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila (absent)
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	5 Staff
J. Vouros (absent)	70 Public
A. Clure	1 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance
Mrs. Ku asked for a moment of silence to consider the many ways that we might support each other in our community and have a positive influence on those around us.

Item 2 – Celebration of Excellence
Dr. Rodrigue spoke about the students being recognized for receiving the Connecticut Seal of Biliteracy which was established for public high school graduates who have attained a level of proficiency in English and one or more languages and will be affixed on their high school diploma and transcript. Liz Ward, World Language teacher and Department Chair, read the names of the 43 students being recognized. Those who attended the meeting were Audrey Benson, Sienna Cummings, Francesca D'Aprile, Lauren Davis, Claire Dubois, Fallyn Kirlin, Brianna Linden, Jacquelyn Matthews, Caroline Riechmann, Kendra Saunders, Jenny Wadhwa, Hailey Pankow, Leola Amblo, Katherine Lurie, Simone Paradis, Cailin Blessey, Jack Sullivan, Elizabeth Salley, Jetson Ku, Jackson Kennel, Nina Francesca Soriano, Kevin Gong and Annelie Minor. The students unable to attend are Michael Arena, Emily Bell, Julia Barnum, Ana Caballero, Hudson Fletcher, Bryan Ingerwersen, Justin Kahn, Alison Kelleher, Sofia Marcelli, Louis Rodriguez, Kiera Sughrue, Declan Sughrue, Stephanie Cobb, Danika Rasmussen, Shivani Mendritta, Zachary Marks, Lisa Price, Sophia Zimmerman, Yaznael Vazquez, and Lily van der Kroef.

Item 4 – Consent Agenda
MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the correspondence report. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 3 – EdAdvance Presentation
Dr. Rodrigue introduced Dr. Jeff Kitching, Executive Director of EdAdvance, our local regional educational service center. Dr. Kitching provided an overview of the services EdAdvance provides to 29 school districts and 32 communities. Their mission is to promote the success of school districts and their communities and with them provide educational and related services.

Item 5 – Public Participation
Item 6 – Reports
Chair Report: Mrs. Ku stated there was a request for a discussion on testing strategies which will be on the next agenda. The Legislative Council will vote on the budget tomorrow night. She thanked Mr. Bienkowski, Dr. Rodrigue and the Board members for being at the meetings. The two CIP items on the Referendum are for the boiler and lighting replacement at Hawley School

and Newtown High School. She noted that the Communications Committee Budget News came out today.

Superintendent's Report: Dr. Rodrigue thanked the staff and administration for their support of our Family Friendly Friday and appreciated the emails and pictures from parents. A communication will be sent to staff and families as we get closer to our annual Panorama School Climate Survey as well as the Social Emotional Learning section for students. We use this data which becomes the focus of our administrator goals. Recent data from Highway Traffic Safety noted that more than 3,450 fatalities and more than 390,000 people are injured in motor vehicle crashes mostly due to the use of technology. Dr. Neil Chaudhary, a resident and traffic safety scientist at PRG, is working with Newtown, Monroe and Bethel to conduct a study on this issue. A document was shared regarding the maintenance projects to be done over the April break which includes the air conditioning in the Hawley School multi-purpose room.

Committee Reports:
Mrs. Harriman-Stites said the Policy Committee is moving through the 5000 series and will be bringing additional policies to the next meeting.

Mrs. Ku said the Curriculum and Instruction Committee reviewed the grades 2 and 3 math curriculum which is being brought to the Board at the next meeting.

Mrs. Leidlein visited the middle school and went to classrooms from each subject area. Students were engaged and she was happy to have had the opportunity to visit the school. The Finance Committee met and discussed extending the food service contract and adding air condition and ventilation to Hawley School, Middle Gate School and Newtown Middle School.

Mr. Cruson said last Friday Head O'Meadow School had its first movie night with the new sound system.

Student Reports:
Ms. Dubois reported that this week marked the start of field trips with nine students on a trip to India for the NICE program.   AP literature classes went to Yale to see a play. Seniors are finishing up on their Capstone projects. Seniors met with juniors regarding the college application process and tomorrow there will be a college fair for students and parents.

Mr. Morrill reported that boys' volleyball beat Darien, the #1 team in the state, and last night beat Danbury to move to a 2-0 season. Softball and baseball won yesterday's games and Unified Track had an informational meeting for partners. Winter guard and percussion competed in Norwalk this past weekend and percussion will go to Ohio to compete in nationals.

Item 7 – Old Business
2019-2020 School Calendar:
Dr. Rodrigue reviewed the changes to the calendar. The first three days of school would be early dismissals for students. After our last meeting we moved the conference days to three-hour early dismissals. This will allow teachers to be able to schedule all conferences. We also increased the early dismissal times to three hours on staff development days.

MOTION: Mr. Cruson moved that the Board of Education approve the 2019-2020 school calendar. Mrs. Harriman-Stites seconded.

Mr. Clure asked what the thought was behind having a full day in April for staff development.

Dr. Rodrigue said we have a full day in November and the three-hour early dismissals for staff development. We chose the day in April because it's a good time for reflection and a look ahead.
Mr. Delia asked if we could format the calendar to using something else instead of asterisks for the shortened days.
Dr. Rodrigue noted that we changed the calendar to shade days that schools closed and used asterisks when there was an early dismissal or delayed opening. It's easier to read. The PTA mentioned this as well as the administrative team and teachers.
Motion passes unanimously.

Action on Policies:
MOTION: Mr. Cruson moved to approve policies 5121.3, 5122, 5122.3, 5123 and 5123.3. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 8 – New Business
Public Speaking Curriculum:
English teacher and department chair Abi Marks spoke about the revisions to the public speaking curriculum. Kathy Swift was present as she worked to revise this curriculum in concept-based format. There were 89 students in this course this year.
Mr. Clure noted that his son enjoys this course which will help students in later life.

Sandy Hook Lightning Protection:
Rick Spreyer spoke about the bid process for this project. Associated Lightning Rod was not going to meet their bid price so they were eliminated from consideration. N & S was over budget but they lowered it to $138,00, which was within budget.

MOTION: Mr. Cruson moved that the Board of Education award the Sandy Hook lightning protection system project to N & S Electric for the amount of $138,000 as bid on February 15, 2019. Mrs. Harriman-Stites seconded.
Mr. Bienkowski said that with this price we are within the budget of what we asked for from the non-lapsing account. We should have about $4,000 to the good for all three projects.

Mr. Delia asked how Associated Lightning Rod came in on the bid.
Mr. Spreyer said the electrician could not do the job after he walked through the school. N & S Electric can do the surge protection and sub out the rest of the work.

Motion passes unanimously.
Letter to the Connecticut Legislature regarding teacher Pensions:
MOTION: Mr. Cruson moved that the Board of Education approve sending a letter to the Connecticut Legislature regarding teacher pensions. Mrs. Harriman-Stites seconded.

Mrs. Ku said this is the Governor's budget bill in the Appropriations Committee. Our letter will be posted with other public comments on this bill.
Mr. Clure thought it would be more powerful for everyone to sign the letter to which the Board agreed.
Motion passes unanimously.

List of Non-renewals:
MOTION: Mr. Cruson moved that the Board of Education approve the 2018-2019 list of non-renewals. Mrs. Harriiman-Stites seconded. Motion passes unanimously.

High School Graduation and Middle School Moving-up Dates / Discussion on Last 3 Days of School:
MOTION: Mr. Cruson moved that the Board of Education set the 2019 Newtown High School graduation date for June 11, 2019 at 4:00 p.m. at the O'Neill Center and the Newtown Middle School Moving-up Ceremony for June 12, 2019 which will be held at 4:30 p.m. and 7:15 p.m. in the Newtown High School gymnasium. Mrs. Harriman-Stites seconded.

Mrs. Ku asked about using the high school auditorium.
Dr. Rodrigue said it was too close to call right now with the number of middle school students but they will fit in the future. She stated that the last three days of school will be two-hour early dismissals with the first two days being high school graduation and the middle school moving-up ceremonies.
Motion passes unanimously.

Minutes of March 19, 2019:
MOTION: Mr. Cruson moved that the Board of Education approve the minutes of
March 19, 2019. Mrs. Harriman-Stites seconded. Vote: 5 ayes, 1 abstained (Mr. Clure)
Motion passes.

Item 9 – Public Participation

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

Item 10 – Adjournment
The meeting adjourned at 8:50 p.m.

Respectfully submitted:

_____
Daniel J. Cruson, Jr.
Secretary

Correspondence Report
03/19/2018 – 04/01/2019

Date	Name	Subject
3/21/19	Isabella Sousa	Bus #9
3/22/19	Kathy Hamilton	School Ratings
3/23/19	Kathy Hamilton	Great Schools

Facilities Update April 2019

Building and Site Maintenance Projects

April Break Activities (Fun week)

Hawley

- Gymnasium floor to be repaired, recoated and restriped.
- Air conditioning will be installed in the Multi-Purpose room, includes installation of four ductless splits.

Head O Meadow

- Fabric window treatments will be removed and replaced with roller shades, this is phase 1 of this project; approx. 1/3rd of building.

Reed

- Roller shades at Library Media Center will be replaced.

NMS

- Air conditioning will be installed in the cafeteria, includes air handler upgrade and installation of four ductless split units.

NHS

- Stairwell B-2, all walls, rails and doors to be repainted. This is the next stairwell slated to receive new stair treads, risers and landings.

DRAFT *REVISED 3-29-19* NEWTOWN PUBLIC SCHOOLS 2019-2020 SCHOOL CALENDAR DRAFT

AUGUST 5(8)

M	T	W	TH	F
		21	22	23
*26	*27	*28	29	30

21-All Teachers Report
21, 22 & 23 –Staff Development Days
26 Students Report
26, 27, *28--3 hr. Early Dismissal--Staff Development

SEPTEMBER 19(19)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2--Labor Day, Schools Closed
30--Rosh Hashanah-Schools Closed

OCTOBER 22 (22)

M	T	W	TH	F
	1	2	3	*4
7	8	9	10	11
14	15	16	17	18
21	22	*23	*24	*25
28	29	30	31	

*4--2 hr. Delayed Opening-Staff Dev.
9--Yom Kippur-Schools Closed
*23, *24,* 25--Elementary, Reed and Middle School Conferences
3 hr. Early Dismissal

NOVEMBER 18(19)

M	T	W	TH	F
				1
4	* 5	6	7	8
11	*12	*13	14	15
18	19	20	21	22
25	26	*27	28	29

*5-Election Day-Schools Closed for Students, Staff Development Day
*12 & *13-- High School Conf.-- 2-hr. Early Dismissal
*27--2 hr. Early Dismissal -Holiday
28-29--Thanksgiving Recess

DECEMBER 15(15)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	*20
23	24	25	26	27
30	31			

*20--2 hr. Early Dismissal-- Holiday
23-31--Holiday Recess

JANUARY 21(21)

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

1--New Year's Day-Schools Closed
*17--2 hr. Delayed Opening--Staff Development
20--Martin Luther King Day, Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	* 14
17	18	19	20	21
24	25	26	27	28

*14--3 hr. Early Dismissal --Staff Development
17-18--Schools Closed

MARCH 22(22)

M	T	W	TH	F
2	3	4	5	* 6
9	10	11	12	13
16	17	18	*19	*20
23	24	25	26	27
30	31			

*6--2 hr. Delayed Opening-- Staff Development
*19 & *20--Elementary, Reed and Middle School Conferences
2 hr. Early Dismissal
*19--High School Conferences
2 hr. Early Dismissal
(26 & 27 conf. make-up days-- 2 hr. Early Dismissal)

APRIL 15(16)

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

* 3--Staff Development Day Schools closed for Students
10--Good Friday-Schools Closed
13-17--Schools Closed

Please Note: Shaded calendar days = all schools closed for staff and students.

MAY 20(20)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	*22
25	26	27	28	29

*22--3 hr. Early dismissal - Staff Dev.
25--Memorial Day- Schools Closed

Open House Dates:
Elementary: Sept. 4 & 5
Reed Intermediate: Sept. 12
Middle School: Aug. 28, gr. 7
Aug. 29, gr. 8
High School: Sept. 19

JUNE 7(7)

M	T	W	TH	F
1	2	3	4	5
8	☼9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

☼-Projected last day of school

Student Days - 182
Teacher Days - 187

Adopted:

Please Note:
State of Connecticut mandates 180 calendar days for students. Beyond the projected June 9 date, school cancellation days will be made up by adding days through June 30. By Mar. 13 if there are more than 8 cancellations, April 3 will be a full day of school.

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www.newtown-ct.gov

RICK SPREYER

TOWN OF NEWTOWN
PURCHASING AGENT

TO: Ron Bienkowski, Director of Business
FROM: Rick Spreyer, Purchasing Agent
SUBJECT: Bid Recommendation
DATE: March 14, 2019

On February 15, 2019 the RFP for the Sandy Hook Lightning Protection System was published. There was a mandatory site walk through held on February, 25 2019 which was attended by five vendors. On March 8, 2019, bids for this project were submitted. There were two (2) bids submitted for this project.

Here is the list of each vendor that submitted bids and their bid amount:

Company	Address	Contact	Bid Amount
Associated Lightning Rod	6020 Route 22, Millerton, NY 12546	Alex Cooper	$130,972
N&S Electric	120 Allen Street, Stratford, CT 06615	Phillip Nizzardo	$149,150

After review of the bids it was determined that Associated Lightning Rod would not be able to do the work detailed in their bid for the original bid price and was removed from consideration. I was able to negotiate with N&S Electric to lower their price to $138,000 which still brings the project in within budget. It is therefore my recommendation that we award the bid to N&S Electric for $138,000. Installation work is scheduled to start April 8, 2019 and be completed by May 24, 2019.

Sincerely,

Rick Spreyer, Purchasing Agent

CC: Gino Faiella, Director of Operations
           Ron Bathrick, Project Engineer, RZ Design Associates

HB 7148 AN ACT CONCERNING THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE THIRTIETH, 2021, AND MAKING APPROPRIATIONS THEREFOR.

Senator Osten, Representative Walker, Senator Hartley, Representative DiMassa, and members of the Appropriations Committee,

The Newtown Board of Education recognizes the significant fiscal challenges facing the state, yet the requirement that local communities contribute towards the normal cost of the Teachers' Retirement System (TRS) will add to property taxes and should not be part of the solution.

As proposed, at least 25% of the "normal" teachers' pension costs would be shifted to local communities. And for many towns, considerably more than the 25% will be required, since the bill also calls for towns that pay teacher salaries above the median to pay an additional percentage on top of the 25%.

This is an unfair surcharge for many municipalities, in that the normal cost already reflects the costs associated with higher salaries. Paying an additional percentage for salaries above the median would be an added penalty.

Teacher's salaries are largely determined by the bargaining climate in the state, salaries in surrounding towns, binding arbitration and the cost of living - influences that are beyond the control of the local districts, making the penalty seem arbitrary.

Finally, the TRS is managed and negotiated at the state level, giving the localities no control over the fund itself.

The state has instituted ambitious initiatives and reforms in the past decade. These changes have led districts to invest in programs to improve K-12 education. Initiatives, such as focused social-emotional learning, better teacher evaluations, computerized testing, and common core curriculum, required significant investments, and thus spending per pupil throughout the state has trended significantly above inflation. The bulk of those spending increases were shouldered by local property taxes. The state should be maintaining its investment in education and its obligations to the pension fund.

Thank you,

Newtown BOE

NON-RENEWAL LIST
2018-19

Non-Renewals for Budgetary Reasons

Non-Renewals as a Matter of Protocol
One Year Contracted Positions/Long-term Substitutes
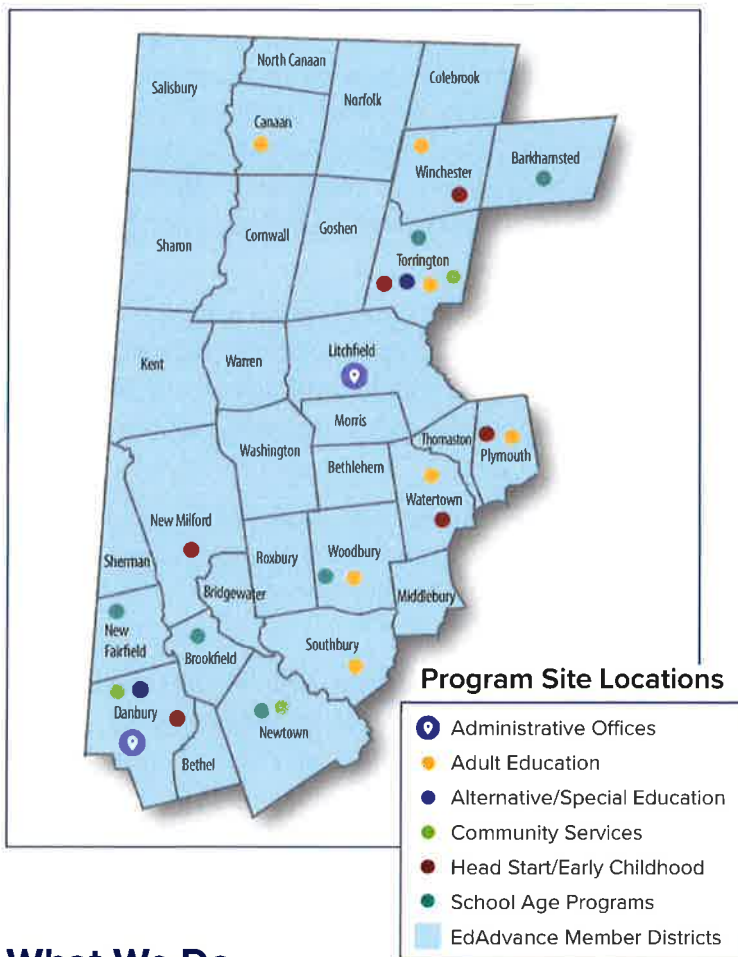
Middle School: Harry Geary Jr. – 1 year contract

High School: Jessica Domotor – LT sub
                   Brianna Williams – 1 year contract

3/15/19

EdAdvance
Educate · Collaborate · Innovate

Who We Are

Created in 1966 under Connecticut General Statute 10-66a, EdAdvance is a public non-profit Regional Educational Service Center (RESC). *Our mission is to promote the success of school districts and their communities. Collaboratively with them, we provide educational and related services. A continuing commitment to quality and excellence is our standard of performance.*

Our Service Area

29 School Districts; 32 Communities

Program Site Locations

- 📍 Administrative Offices
- 🟠 Adult Education
- 🔵 Alternative/Special Education
- 🟢 Community Services
- 🔴 Head Start/Early Childhood
- 🟢 School Age Programs
- 🟦 EdAdvance Member Districts

For Students & Families:

Before/After School Care & Enrichment Programs
Birth to Three/Early Intervention Programs
Center for Children's Therapy
Early Childhood & Family Programs
Family Resource Centers/School Readiness Programs
Head Start & Early Head Start Programs (Prenatal to Five)
Interdistrict Collaborative Programs
Summer School & Credit Recovery Programs
Youth Mental Health Initiatives

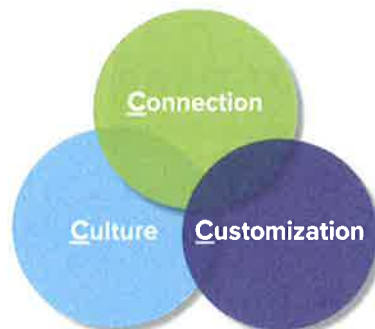## Specialized Services For Communities & Schools:

Community & Home Supports for Individuals with Disabilities
Driver Education Programs
Events Planning, Catering & Conference Services
Fingerprinting Services
Fiscal & Back Office Services
Grant Writing Services
Marketing & Communications Services
Recruiting & Personnel Services
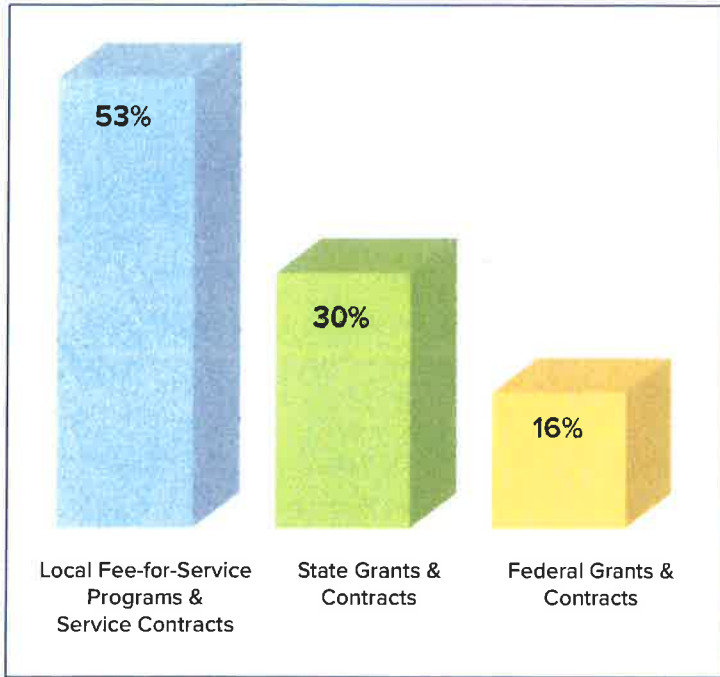Technology Services & Support
Transportation Services

For Adult Learners:

Career & Technical Training
Foothills Adult & Continuing Education
High School Completion Programs (GED, HSDP, NEDP)
Professional Development & Training for Adult Educators
Senior Community Employment Service Program (Title V)

What We Do

EdAdvance Programs & Services

For Schools & Districts:

21st Century Skills/Digital Learning (Skills21)
Administrator/Teacher Mentoring & Leadership Development
Alternative Education Programs
Professional Councils
Professional Learning, Consultation & Training Services
Program Research & Evaluation Services
Regional Efficiencies Collaboratives
School Food Services
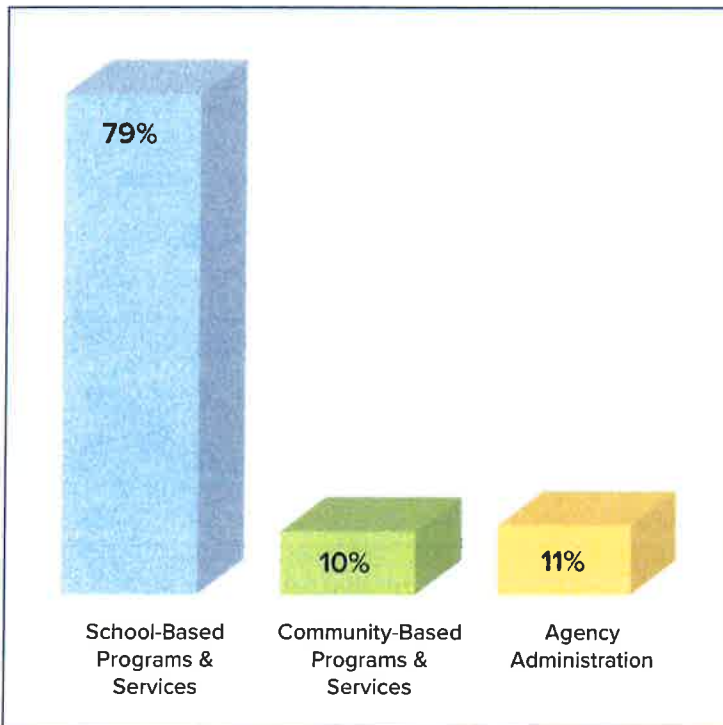Special Education Services
Transition Services

EdAdvance is redefining what a RESC can be using a systemic approach - grounded in the "3C's". Focused on local and regional priorities, we are reinvesting the expertise, energy, and resources of the agency to amplify the benefit to our constituents.

www.edadvance.org

Funding Sources

53% — Local Fee-for-Service Programs & Service Contracts

30% — State Grants & Contracts

16% — Federal Grants & Contracts

What Our Funding Supports

79% — School-Based Programs & Services

10% — Community-Based Programs & Services

11% — Agency Administration

About Our Funding

- EdAdvance and the five other RESCs in Connecticut *do not receive any direct operational funding from the state.*

- The majority (53%) of EdAdvance's funding originates from local fee-for-service contracts with schools for such services as: student transportation, special education services, personnel services, and professional learning services.

- Thirty percent (30%) of our funding is from state grants and contracts targeted to provide services for specific populations such as infants and young children with Autism and other special needs, children and adults with disabilities, adults lacking a high school diploma, and other high need groups.

- The remaining 17% of our funding is from competitive federal grants and contracts, supporting such programs as Head Start/Early Head Start and Skills21's innovative digital learning programs.

- As the second largest non-profit employer in Litchfield County, EdAdvance also contributes significantly to the local economy.

- Our 640+ employees serve over 46,000 students residing in 32 communities in Litchfield and Northern Fairfield counties (see service area map on front page).

- Over the past three years, the agency has made considerable capital and personnel investments to support the implementation and expansion of services in response to school and community needs, including, but not limited to K-12 special education services.

EdAdvance
Educate • Collaborate • Innovate

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Mission

EdAdvance exists to promote the <u>success of school districts</u> and their communities. <u>Collaboratively</u> with them, we <u>provide educational and related services</u>. A continuing commitment to <u>quality and excellence</u> is our standard of performance.

Vison and Focus

<u>REDEFINING</u> what a RESC <u>can be</u> !

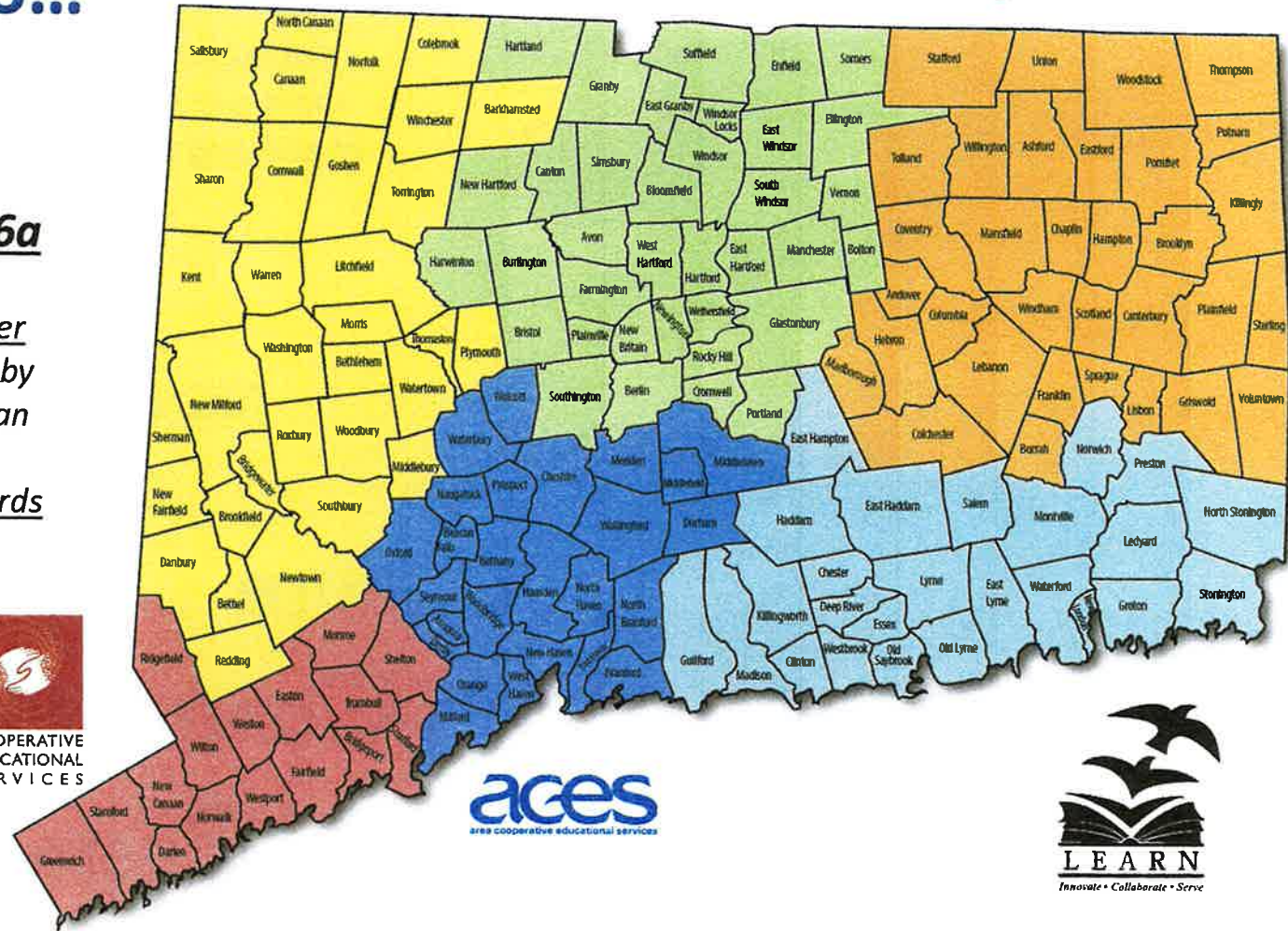*If not us, WHY?   If not us, WHO?*

Culture
Connection
Customization

Over 50 Years Ago...

State of Connecticut General Statutes
Chapter 164, Section 10-66a

"A regional educational service center may be established...upon approval by the State Board of Education of a plan of organization and operation submitted by four or more local boards of education for the purpose of cooperative action to furnish programs and services."

2019 RESC ALLIANCE LEGISLATIVE PRIORITIES

RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS

1. Regionalism helps to ensure that all Connecticut students receive high-quality educational experiences: Incentivize opportunities for increased regional collaboration and cooperation among local school districts.

2. Magnet Schools of Choice promote equity and help to close the opportunity gap in Connecticut: Identify and support equitable and sustainable funding formulas to support magnet schools of choice.

3. Supporting young children and their families early ensures long-term success: Continue state investment in early childhood programs and initiatives and adequately fund the birth-to-three program.

4. A high-quality educational workforce ensures statewide success: Continue to support new teacher and administrator development and support minority teacher recruitment and development.

5. Support the recommendations of the Fingerprinting Task Force.

aces — AREA COOPERATIVE EDUCATIONAL SERVICES

COOPERATIVE EDUCATIONAL SERVICES

CREC — Excellence in Education

EASTCONN — Where Learning Comes to Life

EdAdvance — Educate · Collaborate · Innovate

LEARN

Working as One
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Fax: 860.482.0099

ACCESS Program South
The Dr. Danuta M. Thibodeau Education Center
103 Miry Brook Road · Danbury, CT 06810
Phone: 203.205.0000
Fax: 203.205.0002

POLICY SERVICES

A succinct and revised version of this policy on this topic.

Students

Academic Dishonesty: Cheating/Plagiarism

As an academic community, the District will not tolerate academic dishonesty. Any activity of this nature is in opposition to the goals of the District as a place of learning and is contrary to the values of the schools of the District and the community. Dishonesty is not merely a private matter between the teacher and student but is a concern to the entire school community.

Cheating, defined as copying another student's work and claiming it as your own and plagiarism, defined as the use of another person's original ideas or writing without giving credit to the true author, are both prohibited practices. Materials taken from electronic sources are covered by this policy.

A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures. "Due process" must be provided to students accused of cheating.

Each school level (Elementary, Middle, High) will develop guidelines that address violations and procedures. ~~Rules will be reviewed by the Board of Education and the Superintendent of Schools.~~ Guidelines will be published in all student/parent handbooks and on the District/school website.

(cf. 5114 - Suspension/Expulsion)
(cf. 5121 - Examination/Grading/Rating)
(cf. 5144 - Discipline/Punishment)

Legal Reference: Connecticut General Statutes

                        10-221 Board of education to prescribe rules, policies and procedures.

Policy adopted: NEWTOWN PUBLIC SCHOOLS
                                                                    Newtown, Connecticut

A revised sample policy to consider.

Students

Assigning Students To a Teacher and Classes in Grades K-12

Each Building Principal and/or appropriate staff will have the responsibility and the authority for assignment of each student to his or her class and, therefore, his or her teacher with the best interests of the child in mind. Principals will not take requests to place children with particular teachers. The parent(s) is/are encouraged to consult with their Principal or designee in the spring prior to classroom assignments concerning the child's learning style, specialties and difficulties, and particular needs, personal or educational. ~~The parent(s) is/are also encouraged to discuss with the Building Principal the child's progress in the fall once classes are under way. However, the Principal will make the final determination in placing all children.~~ Even when parent input is requested, final placement decisions are made by school staff.

Transfers

Students transferring from a school accredited by a State Department of Education will enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is non-accredited will be accepted for enrollment at the level school records indicate, but the level of mastery and the quality of their previous class work must be validated against the District's performance standards and benchmarks.

Grades K-8

Previous work will be validated for K-8 students by successfully completing the grade in which they enroll. If upon enrollment, it appears that the student is not able to handle the assigned level after 20 school days, the school psychologist or other qualified person will evaluate the student by a written and/or oral examination. The psychologist, building principal, teachers, and parents involved will meet to determine the appropriateness of the placement of the student.

Grades 9-12

Transfer From an Accredited School

~~A student transferring from an accredited school must earn a minimum of _____ credits during the senior year to receive a _____ High School diploma. Students~~ A student transferring from an accredited school must complete all Newtown High School graduation requirements in order to participate in the commencement exercises. Any transferred second-semester senior may arrange with his/her former school to receive a diploma.

Transfer from a Non-accredited School (Including Home-Schooling)

Previous high school work will be validated for a 9-12 student by successfully completing a placement assessment for every unit/course completed in a non-accredited high school or home-schooling (i.e. successful completion of the placement assessment of mathematics) would validate the mathematics credit being transferred. If the placement assessment does not validate the credit, similar or equivalent work will be evaluated at the discretion of the Principal. ~~Students~~

Students

Transfer from a Non-accredited School (Including Home-Schooling) (continued)

~~transferring from non-accredited schools or home-schooling may transfer a maximum of six (6) equivalent units per school year. Ordinarily, students from non-accredited high schools or from home-schooling will not be eligible to graduate from _____ High School with less than two years of full-time attendance. (*This could be modified to indicate the senior year as a minimum*)~~

~~**Assigning Students to a Teacher and Classes in Grades K-12** (continued)~~

(cf. 5122.3 – Assignment of Former Home-Schooled Students to Classes)
(cf. 5123 – Promotion/Retention)
(cf. 6146 – Graduation Requirements)
(cf. 6172.3 – Home Schooling)

Legal Reference: Connecticut General Statutes

                  10-221(b) Boards of education to prescribe rules

Students

Assignment of Former Home-Schooled Students to Classes

Placement of resident home-schooled students who seek to be readmitted to the District's schools will be determined by the Principal who shall consult with members of the professional staff to the extent appropriate. The Principal may direct that a test or tests be administered to help determine grade level. In addition, the Principal is authorized to collect from parents/guardians actual samples of coursework as he/she deems necessary in order to make the determination that the requisite academic standards have been met. The decision of the Principal may be appealed to the Superintendent. In the event that the parent/guardian is still dissatisfied, the assignment may be appealed in writing to the Board of Education. (*Alternate language:* The Superintendent's decision will be final.)

A home-schooled student seeking admission to a District school must meet all residency, age, health examination, immunization and other eligibility prerequisites as mandated by State law and regulations.

Alternate language to consider:

Home-schooled students who wish to attend school in the District must be tested by an appropriate guidance counselor/teacher/department chairperson/etc., to determine grade level placement. The school officials shall make grade placement after consultation with the parents/guardians, guidance personnel, involved staff members and the Principal or designee. Criteria for final placement shall include past educational experience and successful performance and/or examination at the level of initial assignment. Grades earned during home-schooling shall not be used in determining grade point average, National Honor Society Membership, or valedictorian/salutatorian honors.

A previously home-schooled high school level student may be awarded credits towards high school graduation by demonstrating mastery of the course outcomes by:

- Successfully passing an appropriate challenge examination;

- Providing portfolio/work sample evidence which demonstrates equivalent knowledge or skill;

- Providing documentation of prior learning activities or experiences (e.g., certification of training, hours of instruction, letters, etc.); and/or

- Passing a performance instrument or test administered by the respective Department Chairperson. The standards for designing and passing the performance instrument shall be set sufficiently high to ensure credits earned by such means shall be equivalent to those offered by the District in the framework of the Carnegie unit. Commercially available instruments may be used if they adequately cover course objectives. Credit for such classes shall be awarded only on a pass/fail basis.

Students

Assignment of Former Home-Schooled Students to Classes (continued)

Credit approval shall be granted when the student has demonstrated by clear and convincing evidence that he/she has achieved the same level of knowledge or skill as would have been accomplished by successful completion of the District's course(s) for which credit has been requested.

(cf. 5111 – Admission)
(cf. 5122 – Assigning Students to a Teacher and Classes in Grades K-12)
(cf. 5123 – Promotion/Retention)
(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes

                           10-221(b) Boards of education to prescribe rules

Policy approved: NEWTOWN PUBLIC SCHOOLS
                                            Newtown, Connecticut

A sample administrative regulation to consider.

Students

Assignment of Former Home-Schooled Students to Classes

When a student enters the District from home-schooled instruction, the District is required to determine the appropriate grade level and course level placement for the student. In order to make such determination, when a student seeks entry, the following procedures/guidelines listed below shall be followed.

The District retains the absolute right for assignment of all students. The parent/guardian, teacher, student (when appropriate), and the Building Principal, (remove semi-colon and add comma after Principal) shall meet to consider appropriate placement at grade level.

Elementary and Middle School (K-8) Students

At the elementary and middle school levels, the grade placement shall depend upon the age of the student, physical maturity, social adjustment, performance in relation to student learning objectives for grade level and a review of the course work completed during home instruction, as submitted by the parent/guardian as proof of achievement. This may include a portfolio of completed assignments, essays, tests, reports or other materials. The use of placement tests, achievement tests, or other assessments as deemed necessary for evaluation and administered by school staff, shall also be appropriate in determining grade placement.

High School

In addition to the above criteria, the following applies to students seeking entry from home schooling at the high school level (9-12).

- The student must qualify for admission with appropriate grade level skills and course credits.

- The Principal or designee will verify that the student is eligible to be ~~included~~ enrolled in school. ~~under these procedures.~~

- Following consultation with parents/guardians and the administration of academic standardized tests and other assessments, where appropriate, the Principal or designee will make a determination of grade placement. Such determination will be based upon the District's official~~'s~~ professional judgment ~~of:~~ including, but not limited to, the following:

  - The requests of the parent/guardian;
  - The student's verified performance while on home-based instruction; and
  - When appropriate, the student's academic ability as documented by the results of district-administered standardized achievement tests and other assessments as appropriate.

Students

Assignment of Former Home-Schooled Students to Classes

High School (continued)

- Academic credits may be provided by the District to the student provided the student demonstrates appropriate academic proficiency. Proficiency in subject areas/courses is to be determined by tests administered by the respective Department Chairperson. Such tests can consist of semester and/or year-end tests. Any dispute or question to a proficiency determination shall be referred to the Principal.

- The amount of credit(s) to be awarded will be determined by the Department Chairperson(s) on the basis of proficiency with a recommendation to the Principal. Satisfactory proficiency for a specific course will be given a grade of "P" for passing with no letter or numerical designation of level of proficiency.

- When a determination has been made that the student is to receive credit toward graduation for a course(s) taken while home-schooled, the letter "P" as indicated above shall be entered on the student's transcript, for pass, along with the statement, "Home-Schooled." These courses are not to be considered in the grade point average or class rank of the student.

- When non-academic courses, such as art or music, are presented for credit by a home-schooled student, the school personnel responsible for determining mastery may elect to review a portfolio of work done by the student and/or allow the student to demonstrate proficiency through a performance.

- Once the appropriate grade level has been determined, the student and his/her parent/guardian and a guidance counselor will develop a planned program of study which will enable the student to make appropriate progress toward fulfilling the District's graduation requirements.

- All students must complete all courses required by ~~s~~ State and federal statutes.

- In order to graduate from ~~the District's high school~~ Newtown High School the student must be _fully_ enrolled ~~in the District his/her~~ for their twelfth (12th) grade. *(alternate: eleventh and twelfth grade)*

- No student shall be eligible for valedictorian/salutatorian honors or for designation as an honors graduate who has not been enrolled in the district's high school for at least two years preceding high school graduation.

Students

Assignment of Former Home-Schooled Students to Classes (continued)

(cf. 5111 – Admission)
(cf. 5122 – Assigning Students to a Teacher and Classes in Grades K-12)
(cf. 5123 – Promotion/Retention)
(cf. 6146 – Graduation Requirements)
(cf. 6172.6 – Distance Education – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

                     10-221(b) Boards of education to prescribe rules

Regulation approved: NEWTOWN PUBLIC SCHOOLS
                                                    Newtown, Connecticut

Students

Promotion/Acceleration/Retention

Promotion

The Newtown Board of Education is dedicated to the continuous development of every student. Therefore, the District will establish and maintain the highest standards for each grade and systematically and continuously monitor each student's performance throughout her/his enrollment in the Newtown Public Schools. The Board believes that high academic standards across all grade levels provide the foundation for improved student achievement.

The District shall determine when promotion and graduation requirements are met.

- Academic achievement - the successful completion of the curriculum as evidenced by demonstrated proficiency and/or assessed proficiency in the district's academic content areas and the mastery of expected skills, particularly in the core subjects (language arts, mathematics, science, and social studies);

- Academic potential and aptitude;

- Attendance;

- Performance on statewide assessments, standardized norm-reference testing, performance assessments, and other appropriate evaluation instruments.

All students are expected to progress through one grade each academic year. Students shall be placed in the grade level to which best meets their needs academically, socially, and emotionally and the education program will provide for continuous progress from grade to grade. To accomplish this, instruction must be designed to meet the varied interests, growth patterns, and learning styles of each student. Strategies to address the needs of those students demonstrating academic deficiencies must be in place. To foster student success, the District is committed to the following initiatives:

- Adopt rigorous curricula and high standards of performance;

- Align curricula with the Connecticut Common Core and ~~State Frameworks, the Common Core of Learning, and the~~ statewide assessments;

- ~~Publish Essential Skills in the core subject areas~~ Develop concept-based curricula in core academic and electives areas routinely;

- Provide academic and/or social/emotional interventions when appropriate. ~~at an early level to prevent future failure;~~

- Maintain a safe and orderly environment conducive to student learning;

- Monitor individual student progress through scientific research based intervention (SRBI) teams; ~~the Student Assistance Team and/or Consult meetings;~~ and

- Employ a variety of instructional strategies to foster independence, growth and success. ~~Utilize instructional practices designed to foster success.~~

Students

Promotion/Acceleration/Retention (continued)

Acceleration

Students who are advanced in their academic performance and maturity may have their needs met by acceleration to the next higher sequence of study. ~~When it appears that the student has demonstrated unusual ability and interest in particular areas of study, every effort should be made to accelerate that student.~~ In general, acceleration implies moving up from one grade level to the next or an accommodation within the program of studies, particularly at the middle or secondary school level, enabling a student to take advanced work in a given subject matter area.

Recommendation for acceleration may be initiated by the school and should be made by letter to the parent, guardian, or student over 18 years of age only after very careful study of the needs of the student by members of the professional staff. At the pre-high school level, recommendation for acceleration to the next grade level may be initiated by the school or the parent only after very careful consideration of the student's learning potential, chronological age, and social-emotional development.

~~While final authority for acceleration of the student is a professional decision that must rest with the school, a parent-teacher conference with the building administrators, as well as parental approval, should precede such determination to accelerate.~~

A parent, guardian, or student over 18 years of age may initiate a request for student acceleration. Such request shall include the same review and appeal procedures identified elsewhere in this policy statement.

When a decision is made to accelerate a student whether whole grade or single subject acceleration, administration from all subsequent levels need to be involved in the plan.

While final authority for acceleration of the student is a professional decision that must rest with the school, a parent-teacher conference with the building administrators, as well as parental approval, should precede such determination to accelerate.

Retention

The Board's belief is to minimize the practice of promoting students to the next grade level for social reasons even though they have not met required academic standards. Therefore, students who have mastered the appropriate skills will be promoted; those students who have not will be considered for retention according to the following guidelines:

- Retention has a reasonable chance of improving the child's academic skills;
- No student will be retained more than once in a given grade;

- No student will be retained at the middle school if he/she will reach the age of 16 by January 1st of the school year; and

- Parents/guardians will be advised when retention is being considered as soon as possible but no later than ~~March 1~~ April 1 of any given school year.

The administration and faculty will establish a clear and continuous system of grading and reporting academic progress to keep the students and their parents (or guardians) informed throughout the year. This system shall determine when promotion/graduation requirements are met. A student will not be promoted for social reasons not related to academic performance, except when in conflict with State and federal regulations.

(cf. 5124 - Reporting to Parents)
(cf. 6146 - Graduation Requirements)
(cf. 6146.1 - Grading System)

Legal Reference: Connecticut General Statutes

P.A. 99-288 An Act Concerning Education Accountability

10-221(b) Boards of education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173)

10-265l Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption (as amended by PA 99-288, PA 01-173, and PA 03-174)

Policy adopted: NEWTOWN PUBLIC SCHOOLS
                                                                        Newtown, Connecticut

Students

Promotion/Acceleration/Retention

School personnel will identify students (K-12) at risk ~~and/~~ or failing <u>and</u>, therefore, in danger of retention. Once identified the district shall provide and require students to attend one or more district programs designed for remedial assistance. These programs may include<u>,</u> but are not limited to<u>,</u> the following:

- extended day tutorial programs;
- summer school;
- small group instruction during the school day;
- cross-age tutoring or student mentoring;
- ~~Summer Academy;~~
- ~~Saturday;~~
- Alternative <u>programming.</u> ~~, other than academic.~~

Neither retention nor social promotion is considered an adequate response to student failure. The <u>Newtown Public School</u> District is committed to continually addressing the underlying reasons for student failure to achieve and make changes in school organization, curriculum, instruction, student support services, and educational practices to ensure student progress.

~~**Chronological Age**~~

~~A student who reaches the age listed below on the first day of the school year is to be placed in the next grade when appropriate.~~

- ~~Age 14 to grade 7~~
- ~~Age l5 to grade8~~
- ~~Age 16 to grade 9~~

~~**Grades**~~ **<u>Elementary/Intermediate School</u>**

The *elementary/intermediate school* shall continue to make individual decisions based on the following:

- Interventions
- Daily performance
- Emotional development
- Social development
- Chronological age
- Assessment
- Teacher input
- Basic skills
- Exceptionality
- Cognitive ability

Students

Promotion/Acceleration/Retention

~~Grades~~ **Elementary/Intermediate School** (continued)

Retention Procedures

When retention is suggested, recommended, or requested:

1. A parent/teacher conference will be held to identify concern(s). The teacher will provide information on retention research to the parents within 10 days of the request. The teacher will create a record of the conference identifying concerns and strategies/interventions attempted. A copy of this record will be submitted to the Principal.

2. The Principal will conference with the teacher and/or parent(s) to develop an educational plan to be implemented immediately, refer the case directly to the child study team, or assign a case manager. The case manager and/or child study team will then work with the teacher and parents to identify and implement alternative strategies and monitor student progress.

3. If retention continues to be a consideration and is in the best interest of the student, the Principal will make the final decision.

4. By the end of the current school year, the child study team will develop a plan to address the educational concerns about this student, which will be implemented and monitored during the following school year.

Middle School

Standards for Promotion/Summer School

~~The *middle school* student who fails two or more core subjects (language arts, mathematics, science, social studies or world language) shall be retained at his/her present grade level or be required to attend a prescribed program of study.~~

In order to advance to the next grade, grade 7 and 8 students must pass three of the four core subjects (language arts, math, science, and social studies). If a student passes only two of the core subjects, he/she will need to pass one course in summer school in order to be promoted. If the student passes only one course, or passes two courses but does not attend summer school, he/she will be retained. Students may take only one course in summer school.

Retention Procedures

When retention is suggested, recommended, or requested:

1. Parent/cluster meetings will be conducted addressing academic deficiencies.

Students

Promotion/Acceleration/Retention

Middle School (continued)

Retention Procedures (continued)

2. Communication from the appropriate guidance counselor and/or staff member reporting academic deficiencies and support options will be sent to both parents and students.

3. A conference with a parent(s), student, and Principal (or designee) will be conducted prior to the end of the third quarter on the possibility of retention and consideration of support options.

4. A final letter stating retention and outlining alternative options that would lead to promotion will be sent by the building Principal at least ten days prior to the last day of school.

High School

High school graduation shall be based on the student's ability to pass classes necessary to earn the required number of credits in specified curricular subjects. *High school* students shall be promoted not by years but by ~~unit~~ credits earned in accordance with established Board of Education policy.

Requirements for Graduation

Satisfactory completion of a year-long course earns one credit; a semester course earns one-half credit.

Ninth, tenth and eleventh grade students must carry a minimum of six courses each semester. Twelfth grade students must carry a minimum of five courses each semester. Promotion from grade to grade is determined on credits earned and is as follows:

For promotion to Grade 10	5 credits
For promotion to Grade 11	10 credits
For promotion to Grade 12	16 credits
For graduation	23 credits (24 credits beginning with the class of 2021)

Students must earn a minimum of 23 credits (24 credits beginning with the class of 2021) and satisfy the senior health requirement. Credit requirements must be distributed as follows:

Students
Promotion/Acceleration/Retention (continued)

High School (continued)

Requirements for Graduation (continued)

Subject	Credit	Specific Requirements
English	4	1 credit – English I 1 credit – English II 1 credit – English III (American Literature) 1 credit – Senior English Courses
Mathematics	3	Successful completion of any math course fulfills the requirement, but completion of Algebra 1, Algebra 2 and Geometry is recommended.
Science	3	Successful completion of any science course fulfills the requirement but at minimum the following is recommended: 1 physical (earth science or physics), 1 life (biology), 1 elective (any science class).
World Language	1	**All students must earn 1 credit of World Language**; however, many colleges prefer a minimum of 2–3 years of the same language.
Fine Arts & B.E.A.T.	1.5	1 credit can be fulfilled by courses in any of the following areas: Art, Business Education, Computer Science. Family & Consumer Science, Music, Technology Education, or Theatre. **Students must complete a course in Personal Financial Literacy, resulting in 1½ credits in Fine Arts/B.E.A.T.**
PE & Health	1.5	PE 9 and Health 9, PE 10, PE 11 or Weight Training and Health 11.
Senior Capstone Experience	(1*)	***Beginning with the class of 2021, all students must earn 1 credit in Senior Capstone Experience**
Electives	6	Any course which is not required.
Total Required	23(24*)	**Students must earn 23 credits to graduate.** ***Beginning with the class of 2021, students must earn 24 credits to graduate.**

REQUIREMENTS FOR GRADUATION
(Beginning with the class of 2023)

Satisfactory completion of a yearlong course earns one credit; a semester course earns one-half credit. Ninth, tenth and eleventh grade students must carry a minimum of six courses each semester. Twelfth grade students must carry a minimum of five courses each semester.

Subject Area	Required Credits
Humanities	9 credits
Science, technology, engineering and mathematics	9 credits
Physical education and wellness	1 credit
Health and safety education	1 credit
World Languages	1 credit
Senior Capstone Project	1 credit
Personal Financial Literacy	.5 credit
Additional credits	2.5 credits
Total Credits Required	25

Students

Promotion/Acceleration/Retention (continued)

Criteria for Promotion/Retention

CRITERIA	Factor for Promotion	Factor for Retention	Not a Significant Factor
1. Estimated Developmental Age The developmental age of a child is the age at which a child is behaving as a total person (physically, socially, emotionally and intellectually)-a functioning age. Consideration of the developmental age is probably most applicable to the first four years of formal school attendance, or for chronological ages of 4 through 8.			
2. Academic Achievement Consideration is given to how the student is achieving in basic skill areas, particularly reading and mathematics, based on daily classroom work, information on the report card, and standardized testing results.			
3. Apparent Learning Potential As evidenced by group and/or individual test results, what is the apparent ability level of the student? Research suggests that the student who is within the average, slightly above, or below ability range is usually one who can most benefit from retention.			
4. Present Grade Placement According to research, when retention has been found to be beneficial, it is almost always in the primary grades.			
5. Previous Retentions Consideration should be given to whether the child has been retained previously and/or has been held out of kindergarten for a year.			
6. Motivation/Work Habits Consideration should be given to whether the student shows some interest in and makes an effort to complete his/her school work independently.			
7. Learning Styles Accommodations should be made to address the child's individual learning style: visual auditory, kinesthetic. Have modifications in presentation been effective?			
8. Social Behavior Factors such as the following should be considered: how well the child relates with peers; association with younger children; ability to follow school rules; and significant anti-social behavior, if any.			

Students

Promotion/Acceleration/Retention (continued)

Criteria for Promotion/Retention (continued)

CRITERIA	Factor for Promotion	Factor for Retention	Not a Significant Factor
9. <u>**School Attendance**</u> A poor attendance record may result in significant gaps in the child's basic skills.			
10. <u>**Transiency**</u> Consideration should be given to whether the highly transient child will benefit from retention, primarily because this pattern may be likely to continue.			
11. <u>**Emotional Behavior**</u> Emotional characteristics of the child should be considered: are there consistent signs of distractibility, depression, over-activity, withdrawal, nervousness, etc., or is the child generally free from signs of skewed emotional development.			
12. <u>**Attitudes of Parent/Child**</u> The projected or stated attitude of parent/child toward retention should be considered.			
13. <u>**Family Life Atmosphere**</u> Has there been a recent divorce, significant death, or other traumatic occurrences which may be influencing the student?			
14. **Sibling/Placement in Family** Consideration should be given to whether the child, if retained, would be placed in the same grade as a younger sibling.			
15. **Physical Development/Health History** Factors such as the following should be considered: gross and fine motor skills, physical size, history of illnesses, hospitalizations, hearing or vision problems, etc.			

Students

Promotion/Acceleration/Retention (continued)

Criteria for Promotion/Retention (continued)

CRITERIA	Factor for Promotion	Factor for Retention	Not a Significant Factor
16. **Special Services** Has the child study team been convened? What special services have been provided to the child**?** **W**hat has been the result of special services implemented and what is expected in the future? **(**List services**)** _____ _____ _____ _____			
17. **Other Factors** *(list)* _____ _____ _____ _____			

Regulation approved:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

An optional policy to consider.

Students

Graduation Ceremonies (Participation)

The Board believes that completion of the requirements for a diploma from the District is an achievement that improves the community as well as the individual. Therefore, the Board wishes to recognize that achievement annually in a publicly held graduation ceremony.

Only students who have successfully completed all requirements and obligations prescribed by Board policy and the school administration will be eligible to participate in the graduation ceremony, except as provided below:

1. A foreign exchange student may be permitted to participate in the graduation ceremonies at the discretion of the school administration, upon successful completion of the school year.

2. A student who is within one semester credit of meeting graduation requirements at the end of the school year will be permitted to participate in the graduation ceremonies with his/her class if he/she has made arrangements to complete the credit. His/her diploma will be awarded when the requirement has been met.

3. Additional exceptions may be approved by the Board in unusual circumstances, upon recommendation of the school administration.

The school administration shall notify all students of the requirements and obligations that must be met in order to participate in the graduation exercises. Individual students who are not or may not be eligible to participate in the graduation ceremonies, and their parent(s)/guardian(s), shall be notified by certified mail no later than two (2) weeks after completion of the first semester of their senior year.

Another version:

Graduation and related senior activities shall be established as opportunities to honor and to recognize those who have successfully completed the District's course of study and are qualified to receive a diploma. The Board believes that these students deserve a public celebration that recognizes the pursuit of learning throughout their lives.

High school students must fulfill state and District graduation requirements in order to participate in graduation ceremonies.

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied, the grounds for such denial and the means whereby a student may appeal this decision.

Students

~~**Graduation Ceremonies (Participation)**~~ ~~(continued)~~

~~*Another version:*~~ ~~(continued)~~

~~To honor superior academic achievement, graduation ceremonies may include recognition of a valedictorian and salutatorian. The Superintendent or designee shall establish procedures that ensure a fair determination of the students who have achieved the highest grade point average in the graduation class.~~

~~The Superintendent or designee may identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduation students receiving other school and non-school awards.~~

Limitations:

1. These activities shall be free from innovative acts and interruptions which diminish the dignity of the activities for the other participants and their family.

2. Participation shall be a privilege, reserved to those who conduct themselves according to the established guidelines, rather than a right.

3. Participation privileges shall be withdrawn from any student whose conduct is not according to established guidelines.

4. Cooperation must be exhibited with school staff members and administration in senior activities, including the graduation ceremony.

5. In order to preserve the dignity of the graduation ceremony, students must conform to school-sanctioned standards and expectations for behavior and attire.

6. Prior to the graduation ceremony and receiving a diploma, school properties must be returned and all outstanding fees paid.

(cf. 5114 – Suspension/Expulsion; Student Due Process)
(cf. 5123 – Promotion/Retention)
(cf. 5131 – Conduct)
(cf. 5144 – Discipline/Punishment)
(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes
                              10-221 Boards of education to prescribe rules, policies and procedures

Policy adopted: NEWTOWN PUBLIC SCHOOLS
cps 3/04   Newtown, Connecticut

Newtown High School > High School > English Language Arts > Public Speaking

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
First Things First	⊗	▬▬									
Everyone Has a Story to Tell (Narrative)	⊗		▬▬▬								
A Formula for Originality	⊗			▬▬▬▬							
I'm Right and Here's Why	⊗				▬▬▬▬▬						
		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

First Things First
Swift, Kathleen; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Preparation/ **choice**
Concepts: form, message, rhetorical devices, persuasion, preparation,

Suggested additions: choice, audience, delivery, emotion, engagement, adjustment,

Generalizations / Enduring Understandings
1. Speakers make choices based on audience needs.
2. All speeches attempt to persuade an audience.
3. Delivery enhances message.
4. Preparation improves delivery.
5. Careful integration of form, message and rhetorical devices tailors message to persuade a specific group.

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

1a. What choices are available to a speaker to meet audience needs? (F)
1b. How does a speaker get an audience to listen? (P)
1c. How does a speaker know when they have met the audience's needs? (C)

2a. What common purpose do all speeches share? (F)
2b. How does a speaker persuade an audience? (C)

3a. How does a speaker create emotion? (F)
3b. Is delivery more important than message? (P)
3c. How does eye contact engage the audience ? (C)

4a. What constitutes preparation for a speech? (F)
4b. What is the rhetorical triangle? (F)
4c. How does the rhetorical triangle impact the audience? (C)

5a.What are specific ways to adjust a speech to a specific audience? (F)
5b. How does a speaker match message with form to persuade audience? (C)

Standard(s)
Connecticut Core Standards / Content Standards
CCSS: English Language Arts 6-12
CCSS: Grades 11-12

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.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

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

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will adapt a historical speech to fit a prescribed time.
Students will evaluate historical speeches to identify rhetorically powerful elements.
Students will format an historical speech for delivery.
Students will prepare the speech for delivery.
Students will select and rehearse how to embed chosen emotion to persuade audience.
Students will reflect on the speaker's ability to persuade through chosen emotion.

Critical Content & Skills	Core Learning Activities
*What students must **KNOW** and be able to DO*	-Adapt for delivery "I Have a Dream" to five minutes in the correct format.
Students will adapt a historical speech to fit a prescribed time.	-Individually select and adapt a speech to five minutes in the correct format.
Students will evaluate historical speeches to identify rhetorically powerful elements.	- Deliver a song's lyrics to dictated emotion.
Students will format an historical speech for delivery.	Manuscript Speech.docx
Students will prepare the speech for delivery.	
Students will select and rehearse how to embed chosen emotion to persuade audience.	
Students will reflect on the speaker's ability to persuade through chosen emotion.	

Assessments	Resources
Manuscript Speech	*Professional & Student*
Formative: Speech	Websites for Famous Speeches to Adapt:
Students choose a historical speech and cut it down to five minutes, focusing on key rhetorical moments. Students then prepare the speech for delivery and deliver it, conveying the emotion proper to the setting	American Rhetoric- Top Speeches
	http://www.americanrhetoric.com/top100speechesall.html
	Historical Speeches
	www.history.com/speeches
	25 Speeches that changed the world
	https://list25.com/25-speeches-that-changed-the-world/

and audience, focusing on making eye contact from time to time. Manscript Speech Revised.doc	content.time.com/time/specials/packages/completelist/0,29569,1841228,00.html
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Spoken Communication	**Interdisciplinary Connections** History Student enterprises Junior-Senior Project Senior Capstone

Unit Planner: Everyone Has a Story to Tell (Narrative)
Public Speaking

Everyone Has a Story to Tell (Narrative)
Swift, Kathleen; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Structure, form, voice
Concepts: Delivery, message, story, interpretation, purpose, audience, emotion, impact, literary devices, voice, persuasion,character, values, function, form, engagement

Generalizations / Enduring Understandings

1. Personal stories persuade audiences by unveiling universal truths.
2. Personal stories illustrate author's character and values.
3. Function dictates form.
4. Delivery of message conveys desired emotion regardless of content.
5. Authors engage audience through literary devices.
6. The voice in which a story is told impacts the audience's understanding and experience.
7. Facts and reasoning support opinions to persuade audience.
8. Engaged audiences reflect on other people's ideas to evaluate personal position.

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

1a. What should others know about me? (P)
1b. How do authors avoid cliches? (C)
1c. What makes a successful college essay/narrative? (F)

2a. What stories from personal past demonstrate the person I am today? (C)
2b. How does an author make choices to reveal their character and values accurately and persuasively? (C)
2c. Is there a best way to tell a story? (P)

3a. What are different formats used to tell a narrative story? (F)
3b. What is a flashback? (F)
3c. What is a hook? (F)
3d. What is an extended metaphor? (F)
3e. How does an author work within parameters to best tell the story? (C)

4a. How do voice and gestures affect the audience?(C)
4b. How does a speaker align content, voice and gesture to convey the intended emotion? (C)
4c. What repertoire of hand gestures is available to a speaker? (F)

5a. What are literary devices that authors use to engage audience? (F)
5b. How does an author refine literary devices to meet audience needs? (C)

6a. What is voice? (F)
6b. How does an author reveal voice through diction,

	syntax, and delivery? (C)
	6c. How does an author adjust voice depending on audience? (C)
	7a.What is the difference between fact and reasoning? (F)
	7b. How do speakers choose the most persuasive facts and reasoning? (C)
	7c. What makes a convincing speech? (P)
	8a. Should audiences be open minded? (P)
	8b. How do audiences reflect on whether a speaker is right? (C)
	8c. What are strategies of reflection? (F)

Standard(s)

Connecticut Core Standards / Content Standards

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

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

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

W.11-12.2. 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.

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.)

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 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.

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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language Progressive Skills

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

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Objective(s)

<u>Bloom/ Anderson Taxonomy / DOK Language</u>
  Students will compose and tell a personal story using figurative language that reveals their character and values.
  Students will revise a personal narrative to increase impact on audience.
  Students will deliver a rehearsed speech that engages the audience.
  Students will tell a story with an effective, personal voice.

Critical Content & Skills

*What students must **KNOW and be able to DO***
  Students will be able to write and revise a college essay.
  Students will find appropriate resources to help revision.
  Students will write, revise and deliver a speech that conveys humor and values.
  Students will engage the audience with eye contact, hand motions, shifts in tone and volume.

Core Learning Activities

College Essay
I Believe Speech (or My Generation or history speech)
Humorous Speech
Impromptu Speeches
Morality Persuasive Speech

[W] public speaking - funny nonpodium speech.docx

[W] Impromptu Speaking.doc

[W] public speaking funny two minute extemp.docx

[W] Public Speaking History.docx

[W] Public Speaking talking about my generation.docx
Public Speaking Morality Speech.docx
Public Speaking History.docx

Assessments

College Essay
Summative: Expository Essay
College Essay Checklist Rubric 2017.docx
Humorous speech
Formative: Speech
Students will write, practice, and, deliver a short (5 minute) funny anecdote using the podium.

[W] public speaking - funny nonpodium speech.docx
This I Believe Essay Rubric 2018.docx

Resources

Professional & Student
  Youtube- Original Oratory

Original Oratory - NSDA '14 National Champion: Andrea Ambam's "America Without The Dream"
https://www.youtube.com/watch?v=yHcRk2DyxiQ
Nader Helmy - NFL 2012 Original Oratory Champion
https://www.youtube.com/watch?v=RNXyp2QwYTo
"The Big Bang" -Duo Interpretation (2011)
https://www.youtube.com/watch?...

Conquering the College Admissions Essay in 10 Steps-Alan Gelb, Ten Speed Press, 2008
Welcome to the Wonderful World of College Essays

[ ] Welcome to the Wonderful World of College Essays

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Counselor Workshop
Senior English Electives
Junior- Senior Project

Unit Planner: A Formula for Originality
Public Speaking

A Formula for Originality
Swift, Kathleen; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Structure
Concepts: format, message, audience, anticipate audience needs and understanding, adjustment, literary devices, rhetorical triangle, listening, learning styles, credibility

Generalizations / Enduring Understandings

1. Effective speakers anticipate audience needs and understanding by working within given formats to convey their message to meet audience learning styles.
2. Literary devices engage audience through appeals to pathos of the rhetorical triangle.
3. Speakers constantly make adjustments within the constraints of a given format to meet audience needs.
4. Speakers appeal to ethos and logos to present information with credibility.
5. Engaged audiences listen to learn.

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

1a. What are learning styles? (F)
1b. What makes an effective powerpoint presentation (F)
1c. What is the best way to teach a given topic? (P)
1d. How does a speaker anticipate audience needs? (C)
2a. What are literary devices? (F)
2b. What is the rhetorical triangle? (F)
2c. What emotions work best in speeches? (C)
2d. How does a speaker control the audience's emotion? (C)
3a. How does a speaker gage audience understanding? (C)
3b. What risks can a speaker take? (P)
3c. What does a speaker do when an audience does not understand? (F)
4a. How much does a speaker need to know about topic to give a speech ?(P)
4b. How do speakers build trust? (C)
5a. What responsibility does an audience have? (C)
5b. How does an audience member process information? (F)

Standard(s)
Connecticut Core Standards / Content Standards
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.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and

conventions of the discipline in which they are writing.

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

W.11-12.2. 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.11-12.2c. 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).

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

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

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

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

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

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

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.

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 formal English when indicated or appropriate.

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

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

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

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.

Language Progressive Skills

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

L.4.3b. Choose punctuation for effect.

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

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will create speeches fitting a specific format to convey ideas or information.
Students will synthesize information from a variety of sources to create speech.
Students will brainstorm various ways to impart information and then evaluate and select the best way for their audience.

Critical Content & Skills

*What students must **KNOW and be able to DO***
Students will create speeches fitting a specific format to convey ideas or information.
Students will synthesize information from a variety of sources to create speech.
Students will brainstorm various ways to impart information and then evaluate and select the best way for their audience.

Core Learning Activities

5 minute Assigned Powerpoint speech
"How to" speech
Graduation speech

Powerpoint Speech Quiz 2017

Powerpoint Speech

Public Speaking Grading Grad Speeches.docx

Public Speaking How To Speech (1).docx

Assessments

Public Speaking How To Speech (1).docx

Resources

Professional & Student
Sample Graduation Speeches
Sample Powerpoint with strengths and weaknes

Powerpoint Speech Quiz 2017	Andy Samberg Harvard Commencement Speech
Powerpoint Speech	Stephen Colbert Northwestern Graduation Speech
Public Speaking_ Grading Grad Speeches.docx	This is Water Speech
	Wellesley High School Speech
	An Inconvenient Truth Clip

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	All disciplines Composition

Unit Planner: I'm Right and Here's Why
Public Speaking

Last Updated: <u>Thursday, February 14, 2019</u> by Kathleen Swift

I'm Right and Here's Why
Swift, Kathleen; Thomas, Jacob

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
<u>Unit Web Template (Optional)</u>

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Persuasion
Concepts: research, theme, presentation, gestures, purpose, organization, rhetorical triangle, persuasion, documentation, originality, audience

Generalizations / Enduring Understandings

1. Effective presentations build around a central theme to persuade audience.
2. Effective presentations organize appropriate research with subject and audience needs in mind.
3. Presenters make appeals to both pathos and ethos through gestures unconstrained by a podium.
4. Presenters make appeals to both ethos and logos through effective use of documented research.
5. Originality requires insightful combination of rhetorical devices, organization, and research.
6. Effective appeals to ethos require command of one's material (no reading).

Guiding Questions

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

1a. What is a central theme? (F)
1b. How does a speaker persuade?(C)
1c. What is the rhetorical triangle? (F)
1d. Is there a single best way to organize a presentation for a given topic? (P)
2a. How does a presenter select the most effective tools for research? (C)
2b. How does a speaker choose from and organize large amounts of information effectively? (C)
2c. What does an audience need to know? (P)
2d. How does a speaker fit the message to the time? (C)
3a. What are the benefits of not using a podium? (F)
3b. How should a speaker move? (C)
3c. What does an audience want to see? (P)
4a. How does research create ethos and logos? (C)
4b. How do speakers identify credible sources? (F)
4c. How do speakers use sources in an original way to convey their message? (C)
5a. What are the benefits of originality? (C)
5b. How does a presenter achieve originality combining rhetorical devices, organization, and research? (C)
6a. How does a speaker use the whole stage? (F)
6b. How does a speaker gain the audience's trust? (C)
6C. How does a speaker remember what to say without relying on full text reading? (C)

Standard(s)
Connecticut Core Standards / Content Standards
CCSS: English Language Arts 6-12
CCSS: Grades 11-12

Reading: Literature
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning

as well as the relevance and sufficiency of the evidence.

RL.11-12.8. (Not applicable to literature)

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

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

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.

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

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

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

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

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or

explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

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

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

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

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

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

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.

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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

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

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

Language Progressive Skills

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

L.4.3b. Choose punctuation for effect.

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will gather, analyze, and evaluate relevancy and accuracy of research.
Students will synthesize information across multiple sources to create a presentation.
Students will create a presentation to inform audience.
Students will generate hypotheses based on observation and prior knowledge.
Students will present a speech using minimally outlined notes.

Critical Content & Skills

*What students must **KNOW and be able to DO***
Students will gather, analyze, and evaluate relevancy and accuracy of research.
Students will synthesize information across multiple sources to create presentation.
Students will create a presentation to inform audience.
Students will generate hypotheses based on observation and prior knowledge.
Students will present a speech using minimally outlined notes.

Core Learning Activities

Final- researched speech delivered without podium
Public Speaking Final.docx
Public speaking final rubric.doc

Assessments

Final
Summative: Speech
Public Speaking Final.docx
Public speaking final rubric.doc

Resources

Professional & Student
Original Oratory Model
Original Oratory Model
Original Oratory Model

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Science presentations
History presentations
Drama
Senior capstone