

In consideration of public health and open meeting requirements, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

To view this meeting, the live stream link is: <https://bit.ly/3m1Lxe>

**For public participation and to listen to the meeting, please call 1-646-558-8656
PIN 883 8408 2431#**

Board of Education Virtual Meeting
December 1, 2020

7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

- | | |
|--------|---|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CONSENT AGENDA |
| Item 3 | • Correspondence Report |
| Item 4 | **PUBLIC PARTICIPATION |
| Item 4 | REPORTS |
| | • Chair Report |
| | • Superintendent's Report |
| | • Committee Reports |
| | • Student Representative's Report |
| Item 5 | PRESENTATIONS |
| | • First Read Conversations on Race Curriculum |
| Item 6 | OLD BUSINESS |
| | • COVID-19 Update |
| | • Second Read and Possible Action |
| | o Women's Studies Curriculum |
| | o World Literature Curriculum |
| Item 7 | NEW BUSINESS |
| | • Discussion and Possible Action on Snow Day Protocol |
| | • First Read of Policies |
| | o 5145.5 Sexual Discrimination and Sexual Harassment |
| | o 5145.6 Student Grievance Procedures (Title IX) |
| | • Action on Minutes of November 17, 2020 |
| Item 8 | **PUBLIC PARTICIPATION |
| Item 9 | ADJOURNMENT |

*****During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us***



Unit Planner: Perspective Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 1 - Week 6

Last Updated: Thursday, November 12, 2020 by Amy Deeb

Perspective

Deeb, Amy; Dietter, Candace

- [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

Concepts: Race, stereotypes, labeling, prejudice, discrimination, bias

Lens: Perspective

Generalizations / Enduring Understandings

1. Life experiences and biases develop or break down prejudice.
2. Discrimination originates in the stereotypes and labels of an individual due to one or two particular experiences and characteristics.
3. Racial stereotypes lead to prejudice and discrimination which impacts peoples lives.

Guiding Questions

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

1

- a. What is prejudice? (F)
- b. What is bias? (F)
- c. What is racism? (F)
- d. What is anti-racism? (F)
- e. How do life experiences impact people's perspective and biases? (C)
- f. Why do people continue to hold on to biases? (P)
- g. Is a single perspective ever preferred? (P)

2

- a. What is discrimination? (F)
- b. What are stereotypes? (F)
- c. In what ways do we develop stereotypes? (C)
- d. How do people's experiences lead to discriminatory stereotypes? (C)
- e. In what ways can people prevent the application of stereotypes to the entire group? (P)

3

- a. How do racial stereotypes lead to prejudice and discrimination? (C)
- b. How do racial stereotypes impact both the stereotyped and those who stereotype? (C)
- c. What is the national impact of judging people based on race? (C)
- d. What, if any, justification is there for racial stereotypes? (P)
- e. In what ways can people be anti-racist? (C)
- f. Will racism always exist? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

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

Dimension 2: History

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- Understand- Explain, generalize, connect ideas using supporting evidence.

DOK-Level 4- Analyze- Analyze complex/abstract themes.

DOK-Level 4- Create- Synthesize information across multiple sources by evaluating and analyzing perspectives.

Critical Content & Skills

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

Content: Prejudice, racism, perspectives, biases, discrimination, stereotypes

Skills:


Students will be able to:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Identify and evaluate different perspectives/points of view,
- View visual presentations critically by raising questions, summarizing, or evaluating presented material.
- Distinguish relevant from irrelevant information.
- Detect bias in visual and/or print materials.
- Evaluate the validity of information and/or positions in oral, print, visual, and other resource materials.
- Analyze print materials for bias, point-of-view, and context.
- Use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

Core Learning Activities

- Discussion- Class will establish "Ground Rules" to ensure that students feel comfortable sharing their thoughts and opinions. These become the class expectations.
- Journal- Does racism still exist in the United States? Why or why not? Use specific examples to defend your reasoning.
- Generate, Sort, Connect, Elaborate- Students will be broken into groups of 3 and will be given "race" as a topic. Students will generate ideas associated with race, then present their ideas on a poster board. No judging. Students will then circle the words most important to understanding race. Students will then connect the words together and will elaborate on each connection. They will form a working definition of what race means.
- Discussion- Perspective discussion of "old lady vs. Young lady." Why do we see things differently?
- Discussion- Diverse Perspectives- Students will write a journal entry on a controversial issue of their choosing and do research on it. They will take this information and participate in an Agree/Disagree activity where students practice the "Ground Rules" they have established and

- begin to understand perspective and why we feel the way we do about certain issues.
- Film- Show documentary *Skin Deep*- The documentary introduces students to the concept of perspective and why people (college students in this case) have the ideas and stereotypes they do. Students will complete graphic organizers on the different people in the documentary and then write a paper on "How race impacted 4 student's lives" in the documentary using specific examples from the film. Students will then participate in a graded discussion to further discuss perspectives.
 - Discussion-No word. Students will read the chapter "The Protean N Word" by Randall Kennedy, Gloria Naylor's "The Meaning of a Word" and watch the show "Blackish- The Word" available on Hulu. Students will also be shown a clip of Jay Z the rapper and Oprah Winfrey discussing their opposing views of the use of the N word. This helps further develop students understanding of perspectives about the use of the n word.

[GSCE opening activity debrief.docx](#)
[Old lady vs Young lady optical illusion](#)
[Diverse Perspectives Topics.docx](#)
[Skin Deep Assignment.docx](#)
[Skin Deep Discussion Questions.docx](#)
[SkinDeep student notes.docx](#)
[Gloria Naylor- The Meaning of a Word](#)
 [Chains lesson.docx](#)
[Blackish.docx](#)
[The Story Behind Blacki-ish's Provocative N Word Episode](#)
[Jay Z and Oprah discuss the N word](#)

Assessments

Do the Right Thing

Summative: Written Report

-Show Spike Lee's 1989 film "Do the Right Thing." Students will begin by analyzing the quotes and different perspectives of MLK and Malcolm X. These are two quotes students analyze at the beginning and end of the film. Students will then read Roger Ebert's review of the 1989 film and answer, "how far have we come?" Students are then shown the film, they can use the character list to take notes and at the end they answer questions. This is a three part summative assessment. Students then participate in a multi day discussion that explores perspective through the different questions asked from the film.

[Do The Right Thing Character List.docx](#)
[Do the Right Thing Closure.docx](#)
[MLK Malcom X Quotes.docx](#)
[Roger Eberts Review of "Do the Right Thing"](#)
[Class discussion rubric.docx](#)

Resources

Professional & Student

Optional Activities:

- Incident Jigsaw Report activity-Students have the option to research different cases including the death of Trayvon Martin, Eric Garner, George Floyd and other extremely current cases.
- Song analysis- Students will listen to the song "Chains" by Usher which directly corresponds to the Incident Jigsaw Report. Students will see racial issues and deaths through the eyes of one of the most influential R and B singers and political activists of all time.
- Reading- Students will read the book, *The Hate You Give* by Angie Thomas. We will discuss the book as it applies to real life throughout the first unit on Perspective. Students will participate in class discussions and will receive a class participation grade. This will further develop the Incident Jigsaw Report and the Chains lessons

Defining My Perspective on Race Narrative Writing Assignment

-Defining my Perspective on Race paper summative assessment-

You are to **describe FIVE characters** in your next great novel. One will be **black, another white, the third Arab, the fourth Hispanic, and the fifth Asian.**

Describe the age, physical characteristics, particularly any that have helped form the characters point of view, gender, family, personality characteristics and important previous experiences.

[DEFINING MY PERSPECTIVE ON RACE.docx](#)

[Defining my Perspective on Race paper graphic organizer.docx](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Written Performance

Use "Supports" indicator from the Written Performance rubric for grading journals.

- First Thoughts Activity- Students will list stereotypes or "first thoughts" of an urban sister school with whom we will be partnering with. This will allow students to see their preconceived notions about these schools and students and will serve as part of a greater discussion during our exchanges.

Resources:

The Hate You Give- Angie Thomas

[Incident Report Jigsaw.docx](#)

[Chains lesson.docx](#)

[Usher- Chains](#)

Interdisciplinary Connections

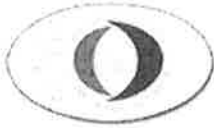
Sociology- Dominant and Minority Groups

Government- Judicial Branch

US History- Civil Rights era

English- *To Kill a Mockingbird*- Justice unit





Unit Planner: Inequality Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 7 - Week 11

Last Updated: Thursday, November 12, 2020 by Amy Deeb

Inequality

Deeb, Amy; Dietter, Candace

- [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

Concepts: Social class, inequality, opportunities, white privilege, justice system, racial profiling, race, systemic racism

Lens: Privilege

Generalizations / Enduring Understandings

1. Social class established opportunities which dictate inequalities.
2. White privilege denies opportunities to other races.
3. The systemic racism that exists in America exacerbates the inequalities of race.

Guiding Questions

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

1

- a. What is educational inequality? (F)
- b. What is economic inequality? (F)
- c. What are the different social classes? (F)
- d. Does an individual's environment shape their social class? (C)
- e. Does where one lives contribute to educational inequality? (C)
- f. What does it mean to be working poor? (C)
- g. Does minimum wage contribute to economic inequality? (C)
- h. How does social class determine economic inequality? (C)
- i. Does geography determine destiny? (P)

2

- a. What is white privilege? (F)
- b. How does white privilege impact other races? (C)
- c. How does white privilege impact whites? (C)
- d. What is race identity? (F)
- e. How does an individual form their race identity? (C)
- f. What is the impact of race identity? (P)
- g. At what point does society get beyond white privilege? (P)

3

- a. What is systemic racism? (F)
- b. What is racial profiling? (F)
- c. Does racial bias and inequality exist in the criminal justice system? (C)
- d. How do the practices of the criminal justice system establish inequalities among races? (C)

- e. Does affirmative action institutionalize racism in America? (P)
f. What issues of inequality are most pervasive in the 21st century? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

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

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

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

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

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 2: Geography

Human Population: Spatial Patterns and Movements

GEO 9–12.1 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- Apply- Use reasoning, planning and evidence.

DOK- Level 4- Understand- Explain how concepts or ideas specifically relate to other content, domains or concepts.

DOK- Level 4- Analyze- Gather, organize and analyze information from multiple sources.

DOK- Level 4- Evaluate- Draw and justify conclusions.

DOK- Level 4- Create- Synthesize information across multiple sources or texts.

Critical Content & Skills

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

Content: Social class, inequality, white privilege, criminal justice system, racial profiling, minimum wage, institutional racism, affirmative action.

Skills

Students will be able to:

- explain, evaluate, and analyze multiple sources.
- synthesize information from sources.
- articulate findings.
- draw and defend independent conclusions based on analysis of different resources.

Core Learning Activities

- Film- Show students "Social Class in America" and answer questions associated with it.
- Reading- Students will read, "The Working Poor, Working Hard" and complete a journal based upon it.
- Film- Students will be shown the documentary, "30 Days-Living on Minimum Wage." All three of these videos and readings will prep them to analyze Strategic School Profiles.
- Data Analysis- Students will analyze Strategic School Profiles from Newtown High School and an urban sister school to look at differences in education, course offerings, free-reduced lunch prices
- Game- Students will play "Social Stratification Monopoly." Students are randomly assigned a social class- upper, middle, working and lower and have to play the game according to the rules outlined in social class Monopoly. Students are told to "try as hard as they can" to win. Students then analyze the "30 Days on Minimum Wage" documentary, the SSPs and the Social Stratification Monopoly to talk about what they are aware of now that they were not aware of before.
- Activity- Generate, Sort, Connect, Elaborate on "white privilege" and write a journal entry answering "does white privilege exist?" Why or why not? Defend your answer.
- Documentary- Show students, "Black Doll Test" and have students react in journal format and then discuss as a class. What are they aware of now that they were not aware of before. Students will then read the article, "How a Psychologist's Work on Race Identity Helped Overturn School Segregation in 1950s America."
- Reading- Revisit the concept of white privilege. Ask students to look back at what they have done thus far and explore the impact of white privilege to the previous learning. Students will complete a reading, "What is White Privilege, really" and answer corresponding questions for a class discussion. Class discussion rubric will be used to assess.
- Documentary clips- Show students, "What would you do?- white teens and black teens destroying a car" ask for their honest reactions. Does it relate to white privilege? Stereotypes?
- Reading, analysis and discussion- Read Peggy McIntosh's "Unpacking the Backpack" article. Students will write a reaction and then look at the 47 advantages she describes and students need to identify 15 they never thought of before, disagree with, want more information about etc. This will be a class discussion graded

on a class participation rubric.

- Reading and discussion- Students will read and discuss the Jesse Wegman NY Times article, "The Injustice of Marijuana Arrests." Students will look at why more blacks are arrested and charged for marijuana possession and the criminal justice implications of it.
- Court case analysis- Students will analyze Terry v. Ohio (1968).
- Documentary- Students will watch an ABC news report on the NYPD's controversial "Stop and Frisk" policy. They will debate whether or not this is racial profiling.
- Reading and discussion- Students will read and discuss, "Mass Incarceration in the Age of Colorblindness" by Michelle Alexander. Students will look at the 3 phases of incarceration in black communities.
- Documentary clip-Students will watch a short clip on the background of affirmative action in the United States and answer questions related to what it is.
- Debate- Students will debate the NY Times article, "Should Affirmative Action Be Eliminated."

Social Class in America

[social class-impact crash course.docx](#)

[Working Poor, Working Hard.pdf](#)

[30 days on Minimum wage.docx](#)

[SSP summative assessment.docx](#)

[SSP Chart.docx](#)

[Monopoly lesson updated.docx](#)

[Monopoly Debrief.docx](#)

[Monopoly Rules updated.docx](#)

[SSP and Monopoly.docx](#)

[Black Doll test](#)

["How a Psychologists Work on Race Identity Helped](#)

[Overturn School Segregation in 1950s America](#)

[What Would you do? White teens](#)

[What would you do? Black teens](#)

[White Privilege detailed.docx](#)



[The injustice of Marijuana Arrests.pdf](#)

[Terry v. Ohio](#)

["Stop and Frisk"](#)

[crash Course- Affirmative Action](#)

[Unpacking the Invisible Knapsack.pdf](#)



[What is White Privilege, really?](#)

[Affirmative action- Crash course.pdf](#)

Assessments

Systemic Racism

Summative: Extended Essay

Students will analyze the unit resources to evaluate whether or not systemic racism exacerbates the inequalities of race in America.

Resources

Professional & Student

Optional Activities:

- Poem share- Introduce the new unit with sharing poems between a partner school in an urban district and our students poems in Newtown.



[Standards for Written Communication \(1\).docx](#)

Educational Analysis

Summative: Written Report

Task: Using the Strategic School Profiles (SSP) of Newtown High School and partner school in a different DRG you will write a 5 paragraph essay with an introduction, 3 body paragraphs that address the SSP and a conclusion. You will be graded according to the Critical Thinking School Wide Rubric.

Essay: After reviewing the Strategic School Profiles of both Newtown High School and a partner school in a different DRG do you feel that education in the State of Connecticut can be considered equal regardless of where you go to school? Why or why not? Use specific data from the SSP to support your position (Use at least 3 pieces of evidence from SSP's).

[SSP summative assessment.docx](#)



[CRITICAL THINKING RUBRIC.pdf](#)

Students need to write their own poem on race and then in groups share those poems and the poems written by a partner school. Students to analyze similarities and differences between the poems.

- Film- Students may watch the film- "Remember the Titans" to analyze it for examples of white privilege. This film is available on Disney Plus.

Students may read the following articles to promote awareness and journal their reaction. This will depend on classes individually and the depth to which they need to explore white privilege-

- "Oppression" by Marilyn Frye
- "The History of Black Face" by Joe Bubar
- "Seeing More than Black and White" by Elizabeth Martinez
- "Race and Racism" by Gloria Yamoto
- *The New Jim Crow* by Michelle Alexander

Possibility of a partner school with Bunnell High School in Stratford, CT

Field trip exchange- Students may participate in a 2 day learning experience in which students from a partner school come to NHS for a day and on the following day students from NHS would go to that school. Prior to the exchange students would identify "first thoughts" (commonly stereotypes) they hold about each school first. Students would then shadow one another at the opposite school for a day to see for themselves what it was like at the partner school. The culminating activity would be assessing whether or not their "first thoughts" changed after the field trip. This would take place at the end of the second day of the field trip.

A partnership with an urban district that utilizes the same curriculum as we do offers us the unique opportunity for our students to have conversations on controversial topics together virtually as well.



[Oppression.pdf](#)



[The History of Blackface.pdf](#)



[Seeing More than Black and white.pdf](#)



[Race and Racism.pdf](#)

[Bassick Poem Comparison.pdf](#)

[Remember the Titans.docx](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Critical Thinking

Interdisciplinary Connections

Sociology

United States History

Government-Judicial Branch

- Written Performance



Atlas Version 9.6

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Unit Planner: The Historical Roots of Racial Inequality Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 12 - Week 16

Last Updated: Thursday, November 12, 2020 by Amy Deeb

The Historical Roots of Racial Inequality Deeb, Amy; Dieter, Candace

- [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

Concepts: Slavery, segregation, lynching, Jim Crow, nonviolent direct action, systemic racism
Lens: Conflict

Generalizations / Enduring Understandings

1. Historical events such as slavery, segregation, lynching and Jim Crow, establish systemic racism in the 21st century.
2. The influence of non-violent direct action affects the events of the past, present and the future.

Guiding Questions

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

1

- a. What is slavery? (F)
- b. What is Juneteenth? (F)
- c. What is segregation? (F)
- d. What is lynching? (F)
- e. What is Jim Crow? (F)
- f. How does the lynching of Emmett Till spark the Civil Rights Movement? (C)
- g. What does systemic racism look like in 21st century America? (C)
- h. Will racial relations in America change in the future?(C)

2

- a. Are organizations and individuals obligated to play a role a role in creating change? (F)
- b. What is nonviolent direct action? (F)
- c. What role did Rosa Parks play in the Montgomery Bus Boycott? (F)
- d. How did the work of Martin Luther King Jr. and nonviolent direct action inspire the Civil Rights Movement? (C)
- e. What was the impact of the Greensboro Four? (C)
- f. How did education change with the Little Rock Nine? (C)
- g. In what ways does Black Lives Matter mirror Freedom Summer? (C)
- h. Looking into the future will we realize change in racial relations in America? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

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

Dimension 2: History

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

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

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

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

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

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

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK Level 4- Understand-Explain how concepts or ideas specifically relate to other content, domains, or concepts.

DOK Level 4 -Apply-Illustrate how multiple themes may be related.

DOK Level 4- Analyze-Gather, organize and analyze information from multiple sources.

DOK Level 4- Evaluate-Draw and justify conclusions.

Critical Content & Skills

Core Learning Activities

What students must KNOW and be able to DO

Content: Slavery, Jim Crow, segregation- de jure and de facto, lynching, Emmett Till, Civil Rights Movement, Rosa Parks, Montgomery Bus Boycott, Greensboro Four, Little Rock Nine, Freedom Summer, Black Lives Matter Movement

Skills

Students will be able to:

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

- Research- Students will research the origins of slavery and create a working definition of it.
- Research and read- Students will research and read articles on the history of Juneteenth.
- Webquest activity- Students will participate in a web quest from PBS.org titled, "The Rise and Fall of Jim Crow" and decide whether or not the Jim Crow period was an extension of slavery.
- Song analysis- Students will listen to and analyze the lyrics to Billie Holiday's song "Strange Fruit" that depicts lynching in America.
- Documentary- Students will watch the PBS.org documentary on *The Murder of Emmett Till* and analyze how his death was the spark to the Civil Rights Movement.
- Research- Students will research the real story of Rosa Parks and Montgomery Bus Boycott.
- Analysis- Students will analyze quotes by Martin Luther King Jr and his influence on nonviolent direct action.
- Reading- Students will read "Freedom Fighters" by Rebecca Zissou that outlines events of the Civil Rights Movement.
- Documentary and discussion- Students will watch the documentary *Greensboro Four* and discuss how nonviolent direct action can be an effective way of making change.
- Film- Students will watch *Mississippi Burning*, which depicts white racism during "Freedom Summer 1964."
- Comparison analysis- Students will compare the Black Lives Matter (BLM) to Freedom Summer 1964?
- Research, analysis and comparison- Students will look at key cases such as George Floyd to determine whether or not the BLM is a modern day Civil Rights Movement.

What is Juneteenth?

emmett till new.docx

Strange Fruit lyrics

Strange Fruit song- Billie Holiday

Jim Crow Research.docx

MLK and Martin Luther King enrichment.pdf

Greensboro 4.docx

NPR- Juneteenth

Assessments

Civil Rights Movement Annotated Timeline and Ranking

Summative: Group Project

Civil Rights Movement Annotated Timeline and Ranking

In groups of NO more than 3, students will **create an annotated timeline** that identifies **8 events** that happened during the Civil Rights Movement.

Students will then **explain on the timeline (poster) what happened in each event and the significance** it

Resources

Professional & Student

Optional Activities:

- Postcard analysis- Students may be shown postcards of lynchings in America.
- Documentary- Students may watch the documentary, *The Last Lynching*.
- Reading- Students may read, "The Shocking Story of an Approved Killing in Mississippi" by

played in the Civil Rights Movement. A visual must accompany each event.

Then students will rank their importance #1 being most important- #8 being least important. Students will explain these rankings and why you chose to rank them as you did. Students MUST come to a group consensus on the ranking. A class discussion will then take place.

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Written Performance

William Bradford Huie.

Without Sanctuary- Lynching Postcards
"The Shocking Story of an Approved Killing in Mississippi"

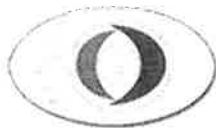
Interdisciplinary Connections

United States History- Civil Rights Movement



Atlas Version 9.6

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Unit Planner: Course of Action Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 16 - Week 18

Last Updated: Thursday, November 12, 2020 by Amy Deeb

Course of Action

Deeb, Amy; Dieter, Candace

- [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: Action

Concepts: take a stance, systemic racism

Generalizations / Enduring Understandings

1. For there to be change in systemic racism, an individual must take a stance and act.

Guiding Questions

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

1

- a. What issue(s) exist in racism today? (C)
- b. What research is available to support or refute that issue? (F)
- c. What is your stance on the identified issue/problem? (C)
- d. Does an individual have power to solve systemic racism?(P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

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

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples,

and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK Level 4-Create- Design a model to inform and solve a real world, complex or abstract situation.

DOK Level 4- Evaluate- Apply understanding in a novel way, provide argument or justification for the application.

Critical Content & Skills

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

Content: Systemic racism, government action

Skills

The students will be able to;

- identify an issue or problem
- take, research, analyze and defend a stance
- identify an audience
- prepare a suggestion for a movement on the issue.

Core Learning Activities

- Students will identify a racial issue that exists in society today.
- Students will research the issue, define their stance and support it with evidence.
- Students will work alone or in groups to decide the course of action to take a stance and address
- Students will use class time to create their plan to address systemic racism.

Assessments

Course of Action

Summative: Personal Project

Students will identify and research a problem, develop their stance and action plan to solve it.

Students will identify to whom they can present the solution and the manner in which they will present the issue.

Final Exam-Action Final.docx

Resources

Professional & Student

- Internet access
- Computer lab
- Google classroom for teacher feedback along the way

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking

Interdisciplinary Connections

Government

English



Atlas Version 9.6

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

Women's Studies

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

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

The Evolution of Media and the Effect on Women

English, Kristine; Marks, Abigail; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Image, Influence

Process concepts: close reading, analysis, discussion

English microconcepts: voice, content-specific vocabulary, presentation

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

6a: What is ethos? (F)

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

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

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

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

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Reading: Informational Text

Key Ideas and Details

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

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

Craft and Structure

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

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

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

Integration of Knowledge and Ideas

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

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

Writing

Text Types and Purposes

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

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

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

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

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

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

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

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

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

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

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

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

Production and Distribution of Writing

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

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

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

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

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

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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

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

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

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

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

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Objective(s)

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

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

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

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

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

Students will read and analyze texts about

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

Critical Content & Skills

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

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

Analyze and discuss current events

Practice close reading

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

Core Learning Activities

Formative:

Analyze several advertisements from women's magazines

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

Examine and analyze dress codes in various schools across the country

Discuss various types of media and the impact on young women

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

Summative: Beauty "commercial" or reflection

[BeautyUnitSeminar](#)

Assessments

Other written assessments

Summative: Other Visual Assessments

Cutting Advertisements Down to Size:

What Does the Media Teach Us

Summative: Extended Essay

[BeautyUnitAdCampaign.docx](#)

[BeautyUnitAnalysisandReflection.doc](#)

Resources

Professional & Student

Killing Us Softly 4 - by Jean Kilbourne

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

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

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

Unit Planner: The Cultural Construct Women's Studies

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

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

The Cultural Construct

English, Kristine; Marks, Abigail; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Culture, Identity

Process concepts: close reading, analysis, discussion

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

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

Generalizations / Enduring Understandings

Generalizations / Enduring Understandings:

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

Guiding Questions

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

Guiding Questions

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

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

4a: What is femininity? (F)

4b: What is masculinity? (F)

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

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

5a: What are gender roles? (F)

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

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

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

6a: What is close reading? (F)

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

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

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

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

8a: What is ethos? (F)

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.

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

They comprehend as well as critique.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

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

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

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

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

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

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Integration of Knowledge and Ideas

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

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Text

Key Ideas and Details

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

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

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

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

Craft and Structure

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

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

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

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

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

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

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

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

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

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

and following a standard format for citation.

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

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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

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

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

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

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

Critical Content & Skills

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

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

Analyze and discuss fiction and nonfiction,

Analyze and discuss current events,

Practice close reading, argumentative writing,

Core Learning Activities

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

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

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

Summative: seminars, essays

Awakening Discussion Questions pages 35-76.doc

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

Assessments

Summative: Extended Essay

Summative: Other oral assessments

[CPComplaintandDisorders2020](#)

[HonorsComplaintsandDisordersSeminar2020](#)

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

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

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

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

[50SSeminar2020](#)

Resources

Professional & Student

Resources

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

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

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

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

The Awakening- by Kate Chopin

A Doll's House - Henrik Ibsen

Excerpts from *Complaints and Disorders*- Barbara Ehrenrich

"The Yellow Wallpaper" by Charlotte Perkins Gilman

Selected poetry- Emily Dickinson, Maya Angelou, Gwendolyn Brooks

Excerpts from *The Feminine Mystique* by Betty Friedan

"The Problem that has No Name" by Betty Friedan

"Growing up Female" by Bruno Bettelheim

The Bell Jar by Sylvia Plath

Selected poetry by Sylvia Plath

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

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Written Performance

Interdisciplinary Connections

Psychology

U.S. History/World History

Biology

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

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

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

Race, Identity, and Gender

English, Kristine; Marks, Abigail; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Race, Identity

Process concepts: close reading, analysis, discussion

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

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

Generalizations / Enduring

Understandings

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

Guiding Questions

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

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

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

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

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

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

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and

connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

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

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Text

Key Ideas and Details

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

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

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

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

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

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

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

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

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and

accurately through the effective selection, organization, and analysis of content.

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

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

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

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

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

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

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

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

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Research to Build and Present Knowledge

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

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

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

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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

Presentation of Knowledge and Ideas

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

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

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

understanding of presentations.

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

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

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

Language

Knowledge of Language

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

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

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

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

Critical Content & Skills

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

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

Analyze and discuss current events

Practice close reading

Create a persuasive written argumentative

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

Core Learning Activities

Formative:

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

Teacher-lead presentations about intersectionality,

Small group presentations about women in the news,

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

Summative: Presentations, narrative writing, essay

<p>Assessments</p> <p>Women of Brewster Place, Creative Writing, Final Assessment</p> <p>Summative: Narrative Writing Assignment</p> <p>Women of Brewster Place Essay Option, Final Assessment</p> <p>Summative: Extended Essay</p> <p>Final Presentation Book Clubs</p> <p>Summative: Oral Report</p> <p>WomenofBrewsterPlaceEssay2019/20</p> <p>WomenofBrewsterPlaceVignette2019/20</p> <p>Women's Studies, Final Presentation, Book Clubs</p>	<p>Women in the News</p> <p>GroupDiscussion2019-20.doc</p> <p>Kiswana Browne Assignment</p> <p>Mattie Michael assignment</p> <p>The Two Close Reading</p> <p>Resources</p> <p><i>Professional & Student</i></p> <p><i>The Women of Brewster Place-</i> by Gloria Naylor</p> <p><i>Black Women Shaping Feminist Theory</i> by bell hooks</p> <p><i>A Thousand Splendid Suns-</i> by Khaled Hosseini</p> <p><i>Americanah-</i> by Chimamanda Ngozi Adiche</p> <p><i>A Place for Us-</i> by Fatima Fahreen Mirza</p> <p><i>The Joy Luck Club-</i> by Amy Tan</p> <p><i>Fried Green Tomatoes at the Whistle Stop Cafe-</i> by Fannie Flagg</p> <p>"As a Black Parent my Parenting is always Political" by Dani McClain https://www.thenation.com/article/archive/black-motherhood-family-parenting-dani-mcclain/</p> <p>"When Feminism is White Supremacy in Heels" by Rachel Elizabeth Cargle https://www.harpersbazaar.com/culture/politics/a22717725/what-is-toxic-white-feminism</p> <p>"Do Conversations on Race belong in the Classroom?" by Melinda D. Anderson https://www.theatlantic.com/education/archive/2017/09/beverly-daniel-tatum-classroom-conversations-race/538758/</p> <p>Excerpts from <i>So You Want to Talk About Race</i> by Ijeoma Oluo</p> <p>Excerpts from <i>Bad Feminist</i> by Roxane Gay</p> <p><i>This American Life</i> episode episode 647- "LaDonna"</p> <p>Brene Brown's Podcast with Laverne Cox on Transgender Representation, Advocacy and the Power of love</p> <p>Excerpts from <i>Crazy Brave</i> by Joy Harjo</p> <p>Excerpts from <i>Heart Berries</i> by Terese Marie Milhot</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy</p> <p>Critical Thinking</p> <p>Spoken Communication</p> <p>Written Performance</p>	<p>Interdisciplinary Connections</p> <p>U.S History</p> <p>World History</p> <p>Psychology</p> <p>Sociology</p> <p>Conversations on Race</p>

- | | |
|--|--|
| <ul style="list-style-type: none">• Spoken Communication• Written Performance | |
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Unit Planner: Globalization and the Blending of Cultures World Literature

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

Last Updated: Today by Anne Uberti

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

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

English microconcepts: research, critical theory, graphic novel

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

Lens: Modernism and Postcolonialism

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

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

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

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

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

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

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or

drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

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

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

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

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

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

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

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

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

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

Production and Distribution of Writing

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

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

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

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

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

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

Research to Build and Present Knowledge

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

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

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

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

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

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

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

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

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

Language

Conventions of Standard English

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

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

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

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

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language

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

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

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

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Objective(s)

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

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

Critical Content & Skills

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

Students will critically analyze texts from the early 20th century to current literature from a variety of cultures. Students will analyze texts for cultural influence on original readers and as a vehicle of learning about other cultures. Students will use close reading strategies in increasing complex texts.

Students will research Postcolonial and contemporary literature from certain regions self- chosen based on interest.

Students will read an image as text.

Following close reading, research and discussion, students will write an analytical essay.

Core Learning Activities

Formative:

Bug story activity

Kafka research

Research in surrealism, existentialism, and expressionism

History of Iran

Critical Lens sharing activities

Summative:

Metamorphosis comic book

Persepolis critical lens essay

Final culture project

[kafka cockroach drawing article.docx](#)

[Marjane Satrapi's Iran.pptx](#)

Assessments

Kafka Comic Book

Summative: Personal Project

[Kafka comic books.docx](#)

Persepolis Lens Essay

Summative: Extended Essay

[Persepolis Critical Lens Essay.docx](#)

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

Final Research Project

Summative: Group Project

[Contemporary World Literature Circles.docx](#)

Resources

Professional & Student

Major Texts:

The Metamorphosis by Franz Kafka

Persepolis by Marjane Satrapi

Supplementary Texts:

Critical Theory Today by Lois Tyson (excerpted)

Postcolonial and contemporary literature chosen by students

from certain regions that they choose based on interest

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

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

Interdisciplinary Connections

Art, History, Culinary

Unit Planner: The Purpose of Language World Literature

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

Last Updated: Today by Anne Uberti

The Purpose of Language

Kaplan, Jacquelyn; Marks, Abigail; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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

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

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

Lens:

Meaning and purpose

Generalizations / Enduring Understandings

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

Guiding Questions

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

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

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

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

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

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

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

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

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

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

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

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

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

Production and Distribution of Writing

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

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

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

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

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

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

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

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

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

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all

sides of an issue; resolve contradictions when possible; and required to deepen the investigation or complete the task.

Presentation of Knowledge and Ideas

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

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

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

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

Language

Conventions of Standard English

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

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

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

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

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language

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

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

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

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

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

Critical Content & Skills

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

Students will use close reading strategies in increasing complex texts

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

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

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

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

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

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

Core Learning Activities

Formative:

History of language activity

Translation analysis activity

Multiple *Inferno* engagement activities

Tolstoy webquest

Tolstoy writing through the zones

Summative:

Taoism in Popular Culture Essay

Inferno Stage Design Project

Master and Man analytical essay

[world lit timeline activity.docx](#)

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

[Dante's Inferno.pptx](#)

[Terza Rima Fun.docx](#)

[Dante Canto V paintings.pptx](#)

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

[Seminar Preparation Notes.docx](#)

[seminar rubric.doc](#)

Assessments

Taoism in Popular Culture

Summative: Other written assessments

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

[rubric for taoism project.docx](#)

Inferno Stage Design Project

Summative: Group Project

[inferno set design.docx](#)

Master and Man seminar

Summative: Lecture/seminar

[Seminar Preparation Notes.docx](#)

[seminar rubric.doc](#)

Master and Man analytical essay

Other written assessments

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

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

Resources

Professional & Student

Major Texts:

Tao Te Ching by Lao Tze

The Inferno by Dante Alighieri

Master and Man by Leo Tolstoy

Supplementary Texts:

The Tao of Pooh by Benjamin Hoff (excerpted)

The Tao of Wu by The Rza (excerpted)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy

Interdisciplinary Connections

Art, History, Music

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

Students

Sexual Discrimination and Sexual Harassment

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools, and/or his or her designee, shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly, take interim measures, and take corrective action where appropriate. The district will maintain

Students

Sexual Discrimination and Sexual Harassment (continued)

confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such substantiated reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators, and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual discrimination and sex harassment.

Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.

Legal References: United States Constitution, Article XIV

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq. Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998) Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).

Office of Civil Rights, U.S. Department of Education Dear Colleague Letter: Sexual Violence (April 4, 2011).

Constitution of the State of Connecticut, Article I, Section 20.

Adopted

Students

Sexual Discrimination and Sexual Harassment

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Assistant Superintendent of Schools, 3 Primrose Street, Newtown, CT, 06470 or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

Students

Sexual Discrimination and Sexual Harassment (continued)

3. The complaint should state the:
 - a. Name of the complainant,
 - b. Date of the complaint,
 - c. Date(s) of the alleged harassment/discrimination,
 - d. Name(s) of the harasser(s) or discriminator(s),
 - e. Location where such harassment/discrimination occurred,
 - f. Names of any witness(es) to the harassment/discrimination,
 - g. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - h. Remedy requested.
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to Title IX Coordinator or his/her designee.
7. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The District Title IX Coordinator or designee shall:
 - a. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

Students

Sexual Discrimination and Sexual Harassment (continued)

- b. provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations;
- c. consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
- d. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
- e. consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
- f. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Assistant Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension.

The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

- g. when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Assistant Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;
10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator's or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Superintendent may also designate an outside investigator to conduct the review in lieu of, or in addition to, his or her review of the findings. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Building Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the District Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

Students

Sexual Discrimination and Sexual Harassment (continued)

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (Telephone: (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Newtown Board of Education is the Assistant Superintendent of Schools whose office is located at 3 Primrose Street, Newtown, CT and whose telephone number is (203) 426-7616.

Adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, CT

**COMPLAINT FORM REGARDING SEXUAL DISCRIMINATION AND SEXUAL HARASSMENT
(STUDENTS)**

Name of the complainant: _____

Date of the complaint: _____

Date of the alleged discrimination/harassment: _____

Name or names of the discriminator(s) or harasser(s): _____

Location where such discrimination/harassment occurred: _____

Name(s) of any witness(es) to the discrimination/harassment: _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment: _____

Remedy requested: _____

Signature – Complainant

Date

Signature – Recipient

Date

Students

Student Grievance Procedures (Title IX)

Designation of Responsible Employee

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the District's Compliance Officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the District of the name, office address and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in administrative regulations.

Dissemination of Policy

The Superintendent of Schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference: 20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972

34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972

Policy adopted:

cps 9/05

Students

Student Grievance Procedures

Any student may bring a grievance before a student grievance committee using the following procedures:

Purpose of Student Grievance Procedures

1. To define the correct procedure for students to follow in resolving grievances.
2. To allow students to come before a committee with peer representation.
3. To secure at the lowest possible level an equitable solution to the problem for those parties involved with the grievance.

General Conditions

1. Procedures described herein do not limit the right of any student having a problem to discuss it with the principal or any appropriate administrator without the assistance of the student grievance committee.
2. The student must initiate definite action on the grievance within ten (10) days following the event or occurrence which gives rise to the grievance or it shall be considered waived.
3. This procedure shall be used only when direct negotiation between parties involved would aggravate existing relationships.
4. Failure at any level of a school district administrator or the Board of Education to submit a written decision within the specified time limits shall permit the aggrieved student to take said grievance to the next level.

Failure by the student to take the grievance to the next level within the specified time limit shall be considered acceptance of the decision rendered at the particular level.

5. Days indicated at each level should be considered as maximum, and every effort should be made to expedite the grievance process. Specified time limits may be extended by mutual written agreement of involved parties.
6. Formal grievances and decisions shall be in writing.
7. In the event a grievance is filed after June 1 of any year and this procedure will not allow for settlement prior to completion of the school year, all parties shall attempt to resolve the grievance within ten (10) weekdays of the event or occurrence.

Students

Student Grievance Procedures (continued)

Procedures

1. **Level One.** The student takes up the grievance with the person immediately concerned.
 - A. In those cases where the student believes a relationship is already such that further contact with the other party can only make matters worse, he/she may complete a grievance identification form, obtained in the principal's office, and return it to the student grievance committee within five (5) days.
 - B. One committee member shall be assigned to contact the student. Within five (5) days, a grievance committee meeting will be held to render a validity judgment on the grievance. At this time the student will be advised by the committee as to whether he/she must make another effort to resolve the problem at level one or continue to level two.
2. **Level Two.** If the problem is not resolved at level one, the student may submit a formal grievance to the grievance committee. The committee shall immediately refer the grievance to the appropriate administrator who will discuss the grievance with all parties involved, including parents of the student if necessary. The student may choose a committee representative to assist him/her in discussion. Following the discussion, the administrator shall render a decision in writing to all parties involved within ten (10) days after receiving the grievance form.
3. **Level Three.** If the student is not satisfied at level two, the student may appeal to the Superintendent, or the Superintendent's designee, within five (5) days of receiving the written decision. The Superintendent or designee will discuss the grievance with the parties including the parents of the student if necessary. The student may choose a representative of the committee to assist him/her in discussion. Following the discussion the Superintendent or the Superintendent's designee shall render a written decision to the parties within ten (10) days of receiving the appeal.
4. **Level Four.** If the student is not satisfied with the decision at level three, within five (5) days of receiving the written decision, he/she may appeal to the Board of Education. Within one (1) month of receiving the appeal, the grievance shall be placed on the agenda of a Board meeting and all involved parties notified of the meeting at which the grievance will be discussed. The student may choose a representative of the committee to assist him/her in discussion. Following the discussion and consideration, the Board of Education shall render a decision in writing to all parties involved.
5. **Level Five.** If the student and/or the student's parents wish to pursue the grievance, he/she must involve due process of the court system. The committee may assist the student's legal representative with any information regarding the grievance.

Students

Student Grievance Procedures (continued)

Committee Membership

1. Three committee members from each grade level shall be appointed by the president of the student council.
2. One of the three senior committee members shall be appointed chairperson by the president of the student council.
3. The student members of the committee shall select two faculty members to participate on the committee.
4. The faculty shall select two teachers to participate as committee members.
5. An administrator shall be named by the school principal to act as a direct communications link to the committee. The administrator acts as a consultant in matters concerning administrative practice and procedure and shall have no voting powers and is not a committee member.
6. The committee should reflect broad and diverse points of view, and, whenever reasonably possible, there should be some overlap of committee members to insure continuity.

“Days” as used in these regulations, shall mean days when school is in session. During vacation periods or summer months when school is not in session “days” shall mean calendar days other than Saturdays, Sundays and holidays.

Legal Reference: U.S.O.E. Title IX (Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education, eff. date 7/21/75 20 U.S.C. @ 1681 et seq.)

Regulation approved:

**Board of Education
Newtown, Connecticut**

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

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

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

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

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

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

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

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

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

Item 3 – Consent Agenda

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

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

Vote on the donations and correspondence report passes unanimously.

Item 4 – Public Participation

Item 5 - Reports

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

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

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

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

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

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

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

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

Student Representative Reports:

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

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

Financial report:

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

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

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

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

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

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

Mrs. Vadas noted it was in the financial summary.

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

Motion passes unanimously.

Item 6 – Presentations

Women's Studies Curriculum and World Literature Curriculum:

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

Item 7 – Old Business

COVID-19 Update:

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

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

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

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

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

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

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

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

Diversity Compliance Coordinator.

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

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

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

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

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

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

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

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

Motion passes unanimously.

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

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

Policy 4118.237/4218.237/5141.8 Face Masks/Coverings:

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

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

Item 8 – New Business

2021 Schedule of Board of Education Meetings:

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

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

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

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

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

Mr. Cruson seconded.

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

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

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

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

Item 9 – Public Participation

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

Item 10 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary